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ABSTRACT

The overall objective of the project was to train a group of highly selected teacher-trainers and master teachers in the theory and principles of ABE, who would, in turn, provide for the pre-service and inservice training of classroom teachers and teacher-aides through state and local community clinics and workshops. More than 70 participants took part in the institute. On the basis of follow-through activities and evaluations of the Institute, it is concluded that: (1) Teacher turnover in ABE is high; (2) Teachers need intensive pre-service orientation to ABE and continuing in-service training; (3) The quality of ABE and the effectiveness of teaching it are subject to qualitative and quantitative measurement and evaluation; (4) At present, there are few career ladders for professional development in ABE; and (5) Teachers need most to be able to effectively teach basic skills, provide subject matter and materials relevant to the needs of disadvantaged adults, individualize instruction, apply a wide range of adult education methods and techniques, and effectively serve in the roles of counselor, diagnostician, evaluator, resource specialist, and designer-manager of learning experiences. The importance of these conclusions to future teacher training programs is presented. (Author/DB)

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SOUTHEASTERN INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION

Department of Adult Education
Florida State University
Tallahassee, Florida

Office of Education Grant Number
OEG-0-8-019003-4260(039)

The Project reported herein was supported by a Grant from the U.S. Department of Health Education and Welfare, Office of Education.

AC 008 649

- ABSTRACT -

SOUTHEASTERN INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION

Purpose

The purpose of this project was to design and implement a quality and practical training program geared toward improving teacher competence in adult basic education throughout the Southeastern Region (Region IV). Through a systems approach the most critical training needs of teachers were identified, translated into learning objectives and achieved through a series of intensive and extensive teacher training experiences.

The overall objective of the project was to train a group of highly selected teacher-trainers and master teachers who would in turn provide for the pre-service and in-service training of classroom teachers and teacher-aides through state and local community clinics and workshops.

Specific objectives of the program which were achieved with varying degrees of success were related to the following areas:

1. Philosophy and social-economic purpose of ABE
2. Social-cultural and psychological factors
3. Unique abilities and disabilities of the disadvantaged
4. Motivation of participants
5. Designing a functional, adult-oriented curriculum
6. Selection and preparation of learning materials
7. Use of effective methods and techniques
8. Counselling and testing
9. Diagnosis of learning disabilities
10. Instruction in basic literacy skills
11. Use of community resources.

Procedures

Innovative methods to sensitize the participants to the unique qualities, needs and abilities of the target audience were employed which combined a 3-week regional institute (for more than 70 teacher-trainers and master teachers) with follow-up activities providing planning, technical, and instructional assistance for state and local workshops throughout the Region. These outreach programs served in excess of 1,000 teachers in the field. Specialized assistance was provided throughout the region by means of field visits, a newsletter, a loan-reference library for the exchange of training materials-films-audio and video tapes, personal correspondence and continuous program evaluation activities.

Methods employed during the residential institute and followup workshops included the use of resource specialists, problem solving groups, lectures, buzz sessions, panels, role playing, classroom simulation, etc. In the foregoing situations learning was facilitated in appropriate ways through the use of overhead projection, video and audio tape recording, printed training materials, curricular libraries (learning labs), 16 mm kinnescopes, etc.

Conclusions and Recommendations

Ongoing evaluation research and follow through activities throughout the project support the independent evaluation made by Educational Systems Corporation that the Project was highly successful in achieving its primary objectives. Internal evaluations revealed that a majority of the participants showed significant gains between pre and posttests in terms of mastering of subject matter and content. Observations made during followup activities at State and community workshops indicated that behavioral and attitudinal changes were being maintained.

As a result of the Southeastern Institute for Teacher Training in ABE more than 70 teacher-trainers and master teachers were provided the opportunity to study the theory and principles of adult basic education and relate pertinent knowledge to practical problems in the field.

Through followup activities, several hundred additional teachers were oriented and trained for improved performance in adult basic education.

On the basis of the follow-through activities and evaluations of the Southeastern Institute for Teacher Training in Adult Basic Education it is concluded that:

(1) Teacher turnover in ABE is high

(2) Teachers need intensive pre-service orientation to ABE and continuing in-service training

(3) The quality of ABE and the effectiveness of teaching in it are subject to qualitative and quantitative measurement and evaluation

(4) At present there are few career ladders for professional development in ABE

(5) Teachers need most to be able to:

  (a) effectively teach basic skills (reading, writing, math, etc.)

  (b) provide subject matter and materials that are highly relevant to the needs, problems and interests of disadvantaged adults

  (c) individualize instruction

  (d) apply a wide range of adult education methods and techniques

  (e) effectively serve in the roles of counselor, diagnostician, evaluator, resource specialist and designer-manager of learning experiences.

The foregoing conclusions have several important implications for future teacher training programs in ABE among which are:

(1) As long as the position of ABE teacher remains a part-time one, with relatively high turnover, effective teacher training and staff development will require more resources, time and funds than presently provided.

(2) Resources should be directed toward designing self-instructional programs for teacher training, and a program of high quality technical assistance should be established to provide continuous professional updating to teachers in the field.

(3) State Departments of Education and universities will need more human and financial resources if the needs for teacher-training are to be adequately met in ABE

(4) Descriptive and analytical studies are needed to determine the long term effect of training programs designed to train teacher-trainers, who train master teachers, who orient and prepare team teachers, who train paraprofessionals and teacher aides

Such investigation should be designed to determine:

(a) the extent to which teacher-trainers and teachers effectively apply what was taught in the training programs

(b) the extent that teacher trainers and teachers keep themselves updated and provide for their own continuing education

(c) the extent to which ABE staff members remain in ABE and the extent to which there is movement up potential career ladders in the field

(5) Basic and applied research is urgently needed to establish an adequate body of knowledge for designing programs to prepare teachers for working with disadvantaged adults

(6) Considerable effort should be directed toward identifying and reformulating knowledge which already exists in the various behavioral sciences so that it can be effectively addressed and related to the problems in the field of ABE, and

(7) Cooperative arrangements are needed for the systematic and efficient preparation of instructional personnel for ABE who are employed by a wide range of agencies (e.g., public schools, Community Action Agencies, MDTA, private businesses and voluntary organizations).

SOUTHEASTERN INSTITUTE FOR TEACHER TRAINING IN ADULT BASIC EDUCATION

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SOUTHEASTERN INSTITUTE FOR TEACHER TRAINING
IN ADULT BASIC EDUCATION

June 10, 1968 - June 9, 1969

- Purpose of Project -

The overall purpose of the Southeastern Institute for Teacher Training in Adult Basic Education was to improve the quality and effectiveness of adult basic education by means of pre-service and in-service training of teachers throughout the Region.

Need for the Project

Society has recognized that under-education is one of the root causes of the complex phenomenon of underemployment, social alienation, poverty and despair in the midst of an affluent society. It has also questioned its ability to survive as a free and democratic nation when relatively large segments of its population are unable to effectively participate in its social, political, cultural and economic life.

The project was implemented on the assumption that adult basic education will become increasingly important as a national concern in the years ahead. It was further assumed that adult basic education (ABE) is a crucial element in the success of a multitude of Federal, State and local programs designed to provide compensatory education to children and youth, to provide employment to the unemployed, and to reduce the trends toward social disorganization which are visible throughout the country.

In the belief that the effectiveness of adult basic education depends in considerable degree upon the skill and ability of ABE teachers to effectively help their students achieve the educational, social and pre-vocational goals of the program, a concerted effort was made to reach and train teachers on a regional, state, local and individual basis.

The project demonstrated that preparation for the teaching of children and youth is not adequate for teaching adults and that preparation for teaching in middle-class society is not sufficient for effective teaching among the disadvantaged and under-priviledged. It was also found that the large numbers of teachers required for ABE cannot be recruited entirely from the ranks of those who are working with youth--where shortages of qualified teachers already exist. Consequently, it was necessary not only to provide a basic re-orientation for experienced teachers who were teaching adults on a part-time basis but also to assist persons, who had little or no preparation for teaching to acquire the knowledge, sensitivities, and skills necessary for effective work in adult basic education.

Objectives

Through a systems approach the project was designed to provide the highest quality program possible to teacher-trainers and master teachers who have continuing responsibilities for developing the educational and professional competence of ABE teachers and teacher-aides throughout the Region. The program designed for the aforementioned leadership group provided for an intensive three-week residential teacher-training institute on the campus of Florida State University, followed by post-institute learning experiences in the field, continuing contact and technical assistance provided by a highly qualified staff of specialists in ABE, a mid-year practicum-workshop in the various states to provide for continuity of teacher development and the opportunity for teachers to examine in depth their specific needs and problems, and an on-going program of informational input. Information was continuously disseminated to the field via small group seminars, exchange of video tapes and personal correspondence, self-instructional ABE teacher development kits, and newsletters through which the results of current research, pilot projects and innovative practices were translated to the field.

Information developed in the project was made available nationally through the media of the ERIC clearinghouses, the ABE clearinghouse of the National Association for Public School Adult Education, selected professional journals, newsletters of professional societies, the State Directors of Adult Education, University Staff Specialists in Adult Basic Education, The Commission of Professors of Adult Education, and through national and regional conferences which were concerned with adult basic education.

The specific objectives of the project were to provide the leadership of ABE, teacher-trainers, teachers and teacher aides with:

(1) An understanding of the philosophical and social purpose of ABE as related to community and human development in achieving individual and social change.

(2) A knowledge of, appreciation for, and sensitivity to the cultural, social, psychological and physical characteristics of the target audience and the conditions and problems which they face.

(3) An understanding of the unique learning abilities and disabilities of undereducated adults.

(4) The knowledge and skill necessary to employ effective strategies for motivating the disadvantaged adult to participate in ABE.

(5) An ability to design effective ABE programs in terms of:

  (a) Clearly formulated, measurable teaching objectives so that the acquisition of literacy skills is undertaken in a context relevant to the real life interests, problems and needs of the students, e.g.:

Pre-vocational training and the world of work
Home and family life education
Consumer education
Health education
Civic and Social responsibilities
Community services
Use of leisure time

(b) Ability to select appropriate content and subject matter to achieve the objectives of ABE

(c) Ability to effectively supplement commercial materials with local and teacher-made materials

(d) Ability to use appropriate methods and techniques for adult instruction

(e) Ability to apply latest developments in educational technology (A-V, VTR, Programmed Materials, Learning Systems)

(f) Ability to select, develop, administer and interpret adult ability, aptitude, interest and achievement tests for effective grouping and for diagnostic purposes

(g) Ability to effectively evaluate student progress and provide feedback of progress toward goals.

(6) A knowledge and understanding of factors associated with student success and failure in ABE.

(7) Skill and ability in counseling students in areas of home and family life, health, employment, education, and social responsibility.

(8) Knowledge of and ability to apply the latest scientific and technical principles relevant to helping adults develop competencies in reading, writing, computational skills and oral communication.

(9) An ability to diagnose specific learning disabilities (especially in reading) and develop effective strategies for overcoming such disabilities.

(10) Knowledge of and ability to relate ABE programs to a wide range of community activities.

(11) The desire and ability to continuously improve oneself as a professional educator in adult basic education.

The objectives and basic design for the project were developed on the basis of:

(1) Recommendations from national conferences to study the problem of leadership training in ABE.

(2) Consultations with University Resource Specialists in ABE, The State Directors of Adult Education, the ABE staff of NUEA, the ABE committee of NAPSAE, the AEA Commission on ABE, the Florida State Department of Education and selected representatives in the Department of Health Education and Welfare.

(3) The accumulated experience of the faculty of Florida State University who have had a long standing interest in, commitment to and involvement with ABE.

(4) Data obtained from surveys of ABE administrators, teachers and teacher-trainers throughout the region.

Content

Content for the Southeastern Institute for Teacher Training in Adult Basic Education was developed from a variety of sources as previously described.

Data obtained from surveys of state directors, teacher-trainers and teachers in ABE, along with the findings of research by the Department of Adult Education in the area of student achievement, dropout and teacher effectiveness in ABE served as a primary means of identifying actual training needs.

The specific procedures employed to facilitate the acquisition of content included: conducting institutes and workshops; preparing and disseminating a variety of training materials through a variety of media (VTR, newsletter, personal correspondence, audio tapes, training bulletins); and providing personal contact by means of field visits and technical assistance projects.

The content of the three-week Residential Institute held July 7 through July 26, 1968, was structured to provide needed basic training for selected teacher-trainers and teachers. Five quarter hours of credit was awarded by The Florida State University to the participants. A detailed summary of the content can be found in Appendix A "Program Outline for The Southeastern Institute for Teacher Trainers in Adult Basic Education."

Generalizations concerning the psychology of adult learning were developed and tested in relation to the psychology of the disadvantaged adult. Methods, techniques and materials useful in adult basic education learning situations, particularly those which lend themselves toward the individualization of instruction were heavily stressed.

These experiences were reinforced by emphasis on and practice in the basic skills necessary in teaching reading, writing, arithmetic and effective communication. The program provided opportunities for each of 72 participants to identify their own level of skill and sophistication and to achieve individual growth in these areas.

Emphasis was also placed on actual practice in the development of individual teacher kits using a wide variety of materials. In addition, the program provided familiarity with many hardware and software materials now being commercially produced. Criteria for evaluation, selection and use of these materials were stressed. Knowledge of a wide range of free materials available for use in teaching the disadvantaged was also provided.

Additional problems in ABE such as recruiting, retention, testing, evaluation, curriculum planning and the development of study skills were analyzed for practical solutions. New developments in educational technology, group dynamics, guidance and counseling, environmental health measures, and community relations, were examined in terms of improved ABE teacher effectiveness.

- Methodology -

As previously indicated the "systems approach" to leadership development in ABE provided for program planning and staff training through a multi-format arrangement consisting of field surveys, research, the training of teacher trainers and teachers in a 3-week residential institute, field (state and community) workshops and seminars, and followup participant contact via newsletters, material exchange, correspondence and personal visitation.

The Training Design for the Residential Institute held on the Florida State University campus consisted of a 3-week workshop for the regional leadership representing 72 selected ABE teacher-trainers and teachers. (See Appendix "B" - Leadership Skills in Adult Basic Education - in which the Institute Proceedings are presented in detail.)

The trainers and teachers attending the institute were actively helped to multiply many times over the immediate outcome of the 3-week institute as the participants provided training and assistance to teachers and teacher-aides in the various states and local communities.

In addition to providing extensive followup assistance at the state and local levels the project staff also developed avenues of communication and assistance to several hundred teachers in the field. Information obtained through this process provided support to the State Directors in developing and implementing a series of state-wide teacher training workshops which served a majority of the ABE teachers in the region.

Methods and techniques employed in the Regional Residential Institute as well as in the state and local workshops are summarized below.

Lectures - oral presentations by highly qualified individuals.

Symposia - series of short, prepared talks by two or more persons on different aspects of a problem.

Panels - small groups of persons with special knowledge of particular subjects who conducted an orderly conversation in full view of the audience.

Discussions - individual audience reactions to specific topics as well as small group information sharing and problem solving experiences.

Buzz sessions - division of audience into small groups for a limited time to discuss specific problems.

Skits - short, rehearsed presentations involving two or more persons, which dramatized incidents to illustrate problems or situations.

Role playing - real-life situations enacted by several participants where different points of view affected communications.

Workgroups - small groups of people sharing common interests or problems meeting to solve their problems, to extend their knowledge or to improve their individual proficiency through intensive study, research and discussion.

Field Trips - visits to specified facilities for purposes of orientation or to increase personal knowledge.

Demonstrations - public showings or exhibitions to point out the merits and use of particular articles, techniques or methods.

Seminars - groups of students engaged in research or study of a specific subject under the supervision of a faculty member or an appointed or elected chairman.

Practicum - a method of instruction incorporating forms of professionally supervised practice or observation of real situations directly related to classroom instruction, usually for the purpose of discussing or analyzing the activity.

In addition to the variety of techniques described above, the participants were actively involved in simulated ABE classroom and teacher-training experiences to develop practical skills in the use of adult education methods as well as in the effective and appropriate use of the full range of audio-visual devices.

- Follow Through Activities -

This section of the report describes activities, projects and programs of the Institute staff attached to the Department of Adult Education. Staff members included:

Dr. George F. Aker, Institute Director
Mr. Robert Palmer, Associate Project Director
Dr. Andrew Hendrickson, Instruction and Planning
Dr. Sam E. Hand, Instruction and Development
Dr. Wayne L. Schroeder, Instruction and Research
Dr. Edwin H. Smith, Instruction and Materials
Dr. Irwin R. Jahns, Instruction and Evaluation
Dr. Charles O. Jones, Planning and Technical Assistance

In addition to the foregoing staff members the Project relied heavily upon the use of selected staff associates for technical assistance, local workshop implementation and research activities as well as upon selected consultants.

(See Appendix B for complete listing and identification of responsibilities.)

While the activities of the foregoing named individuals follow it should be noted that the results obtained were not confined to activities undertaken by these people alone. Many of the important services that were rendered were the result of the interests and efforts of other members of the Department, both faculty and graduate students. The great expansion of effort in the area of Adult Basic Education is well illustrated by the widely varied activities presented here as the efforts of many different persons.

Technical Assistance

A variety of means were employed to provide follow-through support, training and technical assistance to teacher-trainers, teachers and aides throughout the region. These activities ranged from planning a state-wide workshop to conducting community based seminars to personal contacts by means of visitation, correspondence or exchange of materials.

The following tabulation shows the total range of contacts by the Project staff throughout the year.

	Type of Assistance	Number of Contacts
1.	Planning State and Local ABE Workshops	14
2.	Instruction provided in State and local ABE workshops	20
3.	Providing material to groups	21
4.	Development of ABE achievement tests	1

	Type of Assistance	Number of Contacts
5.	Conducting community ABE teacher training clinics	5
6.	Evaluation of ABE programs	3
7.	Assistance to universities in developing training capabilities for ABE	27
8.	Conducting graduate extension classes relevant to teacher training in ABE	17
9.	Job placement services for ABE teachers and paraprofessionals	26
10.	Teacher training (ABE) in the field of corrections	9
11.	Assistance to visitors	24
12.	Providing bibliographic materials	81
	Total professional contacts	248

In addition more than 500 ABE administrators, curriculum specialists, teachers, and teacher trainers received the Project newsletter "ABE News and Views."

Planning and instructional services were provided for state-wide and community ABE workshops in South Carolina, Georgia, Florida, Alabama, Mississippi and Tennessee. In addition technical assistance was provided for designing state-wide evaluation in Georgia, Mississippi, and Florida. In Florida services included monthly consultation with state ABE staff and conducting five 2-day community clinics.

Dr. George Aker, Project Director and Mr. Robert E. Palmer, Associate Project Director, provided consultant services in the field as well as in the office. They also advised with numerous graduate students regarding their career plans for adult basic education.

(Regional ABE Newsletter)

Under the direction of Mr. Palmer, two staff associates assigned to the project edited the bi-monthly newsletter ABE News & Views which was published in October, December, 1968; and February, April, and June, 1969. Each issue was mailed to approximately 550 educators involved in ABE.

These issues typically featured news from the six Southeast States; services available from the Project to the field; techniques tested and approved in teaching, guidance-counseling and reading; techniques for aiding adult learning, new materials in print and audio-visual aids; and summaries of reports and evaluation of programs in progress.

(ABE Loan and Reference Service)

Two of the graduate assistants assigned to the project, Mr. Richard Cawley and Mr. Robert Park, organized the ABE loan and reference library, and systematically organized 1,725 separate holdings according to the training objectives of the project. These holdings were card-catalogued by publisher, title, and number of copies-per-title; they were further indexed by profile abstract of their contents. The resource library was used to develop and distribute training packages for pre-service and in-service teacher training throughout the Region.

The ABE curricular files were completely reorganized and a careful system for filing and disseminating material relating to the work of the Project was implemented.

(Emphasis on Minority Groups)

Aware of the educational gap in the role of Black Americans, the Project assessed its need to enlarge the holdings in its loan library of worthy and relevant materials relating to the educational needs and interests of the Black community. To this end, request for support was made to Tuft University's Lincoln Filene Center, to Howard University's Center for African Studies, and the national office of NAACP. First to respond was the Lincoln Filene Center with its Catalogue of Materials in print and audio-visual aids, for effective programs in social studies. This information was diffused to the field through the June issue of the newsletter.

(Identification and Use of Inexpensive Materials)

The Project sent letters to forty-five business corporations, professional associations and Federal Government Departments requesting free or inexpensive printed matter relevant to adult education programs and adult learning activities so that these acquisitions could be incorporated into the holdings of the ABE Loan Library. Thirty-four agencies responded with abundant printed material. This material was catalogued and included in the curricular library holdings. The ABE NEWS & VIEWS disseminated this information to more than 550 addresses of record, dispersed throughout the region.

(Communications)

Correspondence, telephone calls, and personal visits were used to maintain open lines of communication between State Directors of ABE in the six Southeast states of Alabama, Georgia, Florida, Mississippi, South Carolina, and Tennessee and the Department of Adult Education of Florida State University, Tallahassee, Florida, from June, 1968 to June, 1969. Correspondence particularly elicited from the State Directors brought reports and news of developments for general dissemination through the newsletter sent out to the ABE field from the project office.

(Production and Use of A-V Training Materials)

Staff Associates assigned to the Project evaluated and made abstracts of five one-&-one-half hour (1 1/2 hour) audio and video tapes on which were recorded significant proceedings of the ABE Institute held at FSU in the Summer of 1968. The tapes were labeled and catalogued and made available through the ABE reference library.

Ten 16 mm films representing significant proceedings of the ABE Pre-Institute Seminar held at Wayne State University, May, 1967 were similarly evaluated. Abstracts and evaluations of these films were mailed out to ABE State Directors and Supervisors across the nation. Subsequently, 14 training centers and instructional agencies in ABE located in 12 states made use of four of these films which proved most valuable to directors, teachers, and teacher-trainers in ABE. An example of the kind of use made of these films follows:

The Adult Education Office for West Tennessee conducted a workshop December 14, 1968. This was an in-service training session for 102 adult basic education personnel participants--teachers and supervisors.

The day's work was based on the four films: (1) FEDERAL ROLE IN ADULT EDUCATION, Pagano; (2) GUIDANCE AND COUNSELING IN ABE, Schlossberg; (3) INDIVIDUALIZING LEARNING IN ABE, Nunney; (4) HUMAN VALUES IN ABE, Perlmutter; each film was followed by comments of a specialist and discussion by participants.

The Project substantially supported the organizing of the West Tennessee ABE workshop by supplying the Tennessee ABE office advance information of the films' contents and scheduling the four films for the Workshop.

A sampling of the evaluation of the Workshop revealed: (a) "It helped me personally," 70 responses; (b) "It provided the kind of experience that I can apply to my own situation," 55 responses; (c) participants who rated the in-service training the highest were male supervisors holding a Master's Degree, under 35 years of age and employed in adult education more than two years.

(Individual Instructional Assistance)

To give insight into the followup instructional and training assistance given by the Project staff, following is a brief summary of activities on the part of selected staff members.

Project Director, George F. Aker, devoted a major portion of his time in the Spring and Summer to planning and managing the 3-week Residential Regional Institute held in Tallahassee, July 8-26, 1968. The Institute (described in Appendix B) was attended by 72 participants representing teacher-trainers and master teachers throughout the region.

Emphasis was placed on achieving the project objectives in a way that would strengthen the capacity of the participants to train other teachers in the back home situation.

Consultants and resource persons stressed approaches to ABE Community workshops for interagency involvement in adult basic education.

Dr. Aker planned, led, or participated in followup workshops and institutes in Columbia, Charleston, Kingstree and Sumpter, South Carolina; Athens and Atlanta, Georgia; Charleston, Clarksdale, Greenville and Batesville, Mississippi; Knoxville and Memphis, Tennessee; Huntsville, Alabama; and Tampa, Tallahassee, and Daytona Beach, Florida. It is estimated that these state and local workshops were attended by more than 1,000 participants. Other project staff members provided similar assistance in followup training activities throughout the year.

Dr. Aker also assisted the State Directors in the Region to formulate plans for future state and Regional training activities.

Among his many activities serving Adult Basic Education during the project year, Dr. Irwin Jahns provided instructional services throughout the region and nation.

Working with Mississippi State University and the State Department of Education, he developed strategies for evaluating Mississippi's adult basic education programs in the Fall of 1968.

At the Leon County In-Service Education Workshop, November, 1968, he spoke on "The Value of In-Service Training for Teachers in ABE." In March, 1969, he spoke on "Research in ABE," at the University of Chicago Workshop to Increase and Improve University Teacher Training Programs in Adult Basic Education.

He spoke on "Recruitment in Adult Education" at the In-service Education Conference at Marianna in May. This conference was planned jointly by Panhandle Area Education Cooperative, the State Department of Education, and West Florida adult educators drawn from the 21-county region.

In May he addressed the annual conference of the Educational Association for Correctional Education, dealing with "Communications in Adult Education."

He spoke on "The Sociology of ABE," at the ABE Teacher Training Workshop directed by Mississippi State University, Summer, 1969.

Dr. Jahns also delivered a paper on "Group Approaches as a Strategy of Developmental Change in ABE" at the 1969 annual conference of the American Sociological Society in San Francisco.

He also assessed the relevance and utilization of available adult education materials for pre-and in-service education of adult educators for the National Association for Public School Adult Education.

Professor of Adult Education and Director of the Office of Continuing Education, Dr. Sam Hand served as consultant to several community action agency projects in Region IV, giving specific help on ABE program development and evaluation.

He served as consultant to Region IV state directors, in their preparation and submission of a regional plan for ABE Professional Development. This project has now been funded by USOE through the Southern Region Educational Board.

In addition to teaching classes in literacy education for teachers of adults and graduate students enrolled at Florida State University and serving as a member of several literacy committees at the national level, Dr. Edwin H. Smith provided numerous services to the Southeastern Institute for Teacher Training in ABE.

He participated as a consultant-trainer in the

Adult Basic Education Teacher Training Workshop held at Florida State University, 1968;

the ABE Administrator Workshop, University of South Carolina, 1969;

the ABE Teacher Workshop, Lancaster, South Carolina, 1969;

the ABE Migrant Teacher Training Workshop, Charleston, South Carolina, 1969;

the Georgia State Department of Education, ABE Institute, 1968;

the Mississippi Migrant Project Teacher Training Program, Clarksdale, Mississippi, 1969; and

the Federal Correctional Education Training Program, Tallahassee, Florida, 1969.

A number of graduate students in the Department provided service to workers in the field by their involvement in the ABE Institute held during the Summer of 1968. As a result of contacts made at the Institute, several graduate students gave followup assistance that has been personally requested from them by participants in the Institute.

Marjorie Newman, a graduate student in the Department provided another form of service through her role as Manager of WFSU-FM operated by Florida State University. One of her major programming concerns was to communicate an understanding of the culture of poverty and the status, aspirations, attitudes, and perceptions of the disadvantaged to increase the awareness of citizens of their responsibilities in the war on poverty.

Donald Jaeschke, a graduate student in the Department and on the faculty of the University of South Florida, was involved in establishing a Master's program in Adult Vocational Education in which special attention was paid to disadvantaged adults. Efforts were made to assist teachers in combining the content of ABE with trade and industrial skills.

Another graduate student, David Endwright, Educational Supervisor in the State Correctional System, was appointed Chairman of the Adult Education Association's Special Interest Section on Correctional Education and appointed to a national committee to develop "Publication of National Standards for Education Programs in Juvenile and Adult Correctional Institutions." He also made presentations on "Adult Correctional Education" at regional and national conferences.

(ABE Research and Development)

To further the accomplishment of the general and specific objectives of the project, R & D activities were undertaken to provide information needed for training teachers in the areas of:

reading-basic skills
teacher-student values and attitudes
drop-out and motivation of participants
recruitment
evaluation of materials
selection and development of materials
participant characteristics
program effectiveness

Project Director, Dr. George F. Aker, and his colleagues Dr. Wayne L. Schroeder and Dr. Irwin R. Jahns, conceptualized and directed a series of studies designed to measure the characteristics of successful programs and effective teachers in ABE.

Utilizing subjects from the rural south (Mississippi and Florida) participating in public school adult education, Special Projects, and seasonal farm worker and migrant projects this research has validated knowledge pertinent to selecting effective teachers, training for individualized instruction, use and selection of relevant content for ABE students, and practices for reducing failure and dropout.

Profiles have been established for high achieving and low achieving students in ABE as well as for effective and ineffective teachers (effectiveness as measured by criteria of student performance).

Preliminary findings of this research were incorporated into the teacher training aspects of the project. More detailed analyses were developed for dissemination via ERIC-AE, journal articles, news letters, and major publications in the field--e.g., 1970 Handbook of Adult Education; The Administration of Continuing Education; and Basic Literacy Education for Adolescents and Adults.

The Project produced a resource document and workshop report of 107 pages, entitled LEADERSHIP SKILLS IN ADULT BASIC EDUCATION in the Winter of 1969. Prepared by Dr. Andrew Hendrickson and Mr. Robert E. Palmer, with the assistance of Richard Cawley and Robert Park, this report was based on the 3-week Southeastern Institute for Teacher Training in Adult Basic Education held during the Summer of 1968.

The report was compiled for the purpose of reinforcing the experiences of those who attended the Institute and to provide useful concepts, techniques, and resources for those who could not attend.

Dr. Edwin H. Smith, Professor of Education, has continued to conduct applied research in the area of Adult Basic Education. Within the year, he published:

1. (with Weldon Bradtmueller) Individual Reading Placement Inventory, Chicago: Follett Publishing Co., 1969. This is an individually administered diagnostic reading test deisnged for use with adult basic education students;
2. (with Carole and Robert Geeslin) Reading Development Kit A, Reading Development Kit B, and Reading Development Kit C, Palo Alto, California: Addison-Wesley Publishing Co., 1968-1969. These three kits are designed to develop reading skills while dealing with much of the content of the general area of adult basic education;
3. (with Robert Geeslin) "Two Approaches to Literacy Education," Proceedings of the College Reading Association, 1968;
4. "Some Newer Materials and Methods for Adult Literacy Education," Proceedings of the College Reading Association, 1968;
5. "Instructional Materials for Adult Basic Education," Readings in Secondary School Reading, New York. International Textbook Co., 1969;
6. "The Diagnostic Approach to Teaching Adults," Leadership Skills in Adult Basic Education, Tallahassee, Florida: Florida State University, 1969.

Graduate student, Marjorie Newman, conducted a study to determine whether adult basic education students differ from their teachers in certain noncognitive variables such as values, attitudes, and perceptions of problems of adult basic education students; if differences exist, whether these bear a relationship to achievement on the part of adult basic education students. The findings of the study have important implications for the selection and training of teachers.

Staff associate, Richard J. Metcalf, produced a chapter on the history of Adult Basic Education for a new book entitled "Literacy Education for Adolescents and Adults." Metcalf, in collecting data for his doctoral dissertation, tested a linguistic-programmed spelling kit designed to alleviate functionally illiterate young adult prisoners of the Federal Correctional Institute in Tallahassee. A report of his findings will be forthcoming.

Staff associate, Richard Cawley, made information-gathering field trips to the Florida State Department of Education, the State Department of Agriculture, and the Florida Development Commission to obtain available printed matter useful as teaching aids to teachers in ABE programs. News of titles and contents of such materials was communicated through the ABE NEWS & VIEWS, (bi-monthly newsletter) to teachers and administrators of ABE programs. He identified resource persons in the various State Departments available to provide assistance on materials and techniques for ABE programs.

Graduate student, Mildred Higgins, researching in adult basic education, studied areas of literature which ABE students should be exposed to before being introduced to other areas of literature and how adults respond to different kinds of literature.

Graduate student, Warren S. Mauk, conducted ABE research to determine "The Effects of Short Term Tasks and Financial Incentives on the Educational Behavior of Young Adult Prison Inmates." In this study the total increase was .25 of a grade for the control group, and .73 of a grade for the experimental group.

The effects of offering financial incentive were most striking. It was concluded that financial incentive is notably effective in motivating young adult prison inmates to increase their participation in short term learning tasks.

Graduate student, Worth Scanland, conducted research in Adult Basic Education to investigate computer assisted instruction as a means of changing adult attitudes toward their relationships with and responsibilities to their children. Scanland is presently involved in preparing his findings for publication.

Robert Palmer studied clues on how adults learn to read and from these clues developed recommendations for beginning reading instruction. Specifically, his study involved visual-perceptual aspects of word analysis or attack skills when decoding unfamiliar words in isolation (out of context), a situation faced by all beginning readers in the initial stages. The purpose was to determine how adults at three different levels of reading ability analyze or attack words that, for all practical purposes, are being seen for the first time.

A special eye movement camera (opthalmograph) was used to photograph the eyes of 36 adults while in the process of "reading" nine selected unknown words. Film graphs accurately describe how subjects used their eyes in analyzing words. Three basic eye movements in the process of reading--forward fixations, reverse fixations (regressions), and return sweeps were measured, counted and compared to determine whether words are attacked by individual letter, by "chunks" (syllables) or by the whole word technique.

A major finding of this study was that the mode of attack is the same for all three levels. This suggests a specific kind of emphasis at the beginning reading level, both in terms of instructional approach and instructional materials. The results suggest that the alphabet code approach should be emphasized in beginning adult reading instruction as opposed to the whole word approach.

- Conclusions and Recommendations -

Ongoing evaluation research and follow through activities throughout the project support the independent evaluation made by Educational Systems Corporation that the Project was highly successful in achieving its primary objectives.

Internal evaluations revealed that a majority of the participants showed significant gains between pre and posttests in terms of mastering of subject matter and content. Observations made during followup activities at State and community workshops indicated that behavioral and attitudinal changes were being maintained.

As a result of the Southeastern Institute for Teacher Training in ABE more than 70 teacher-trainers and master teachers were provided the opportunity to study the theory and principles of adult basic education and relate pertinent knowledge to practical problems in the field.

Through followup activities, several hundred additional teachers were oriented and trained for improved performance in adult basic education.

On the basis of the follow-through activities and evaluations of the Southeastern Institute for Teacher Training in Adult Basic Education it is concluded that:

(1) Teacher turnover in ABE is high

(2) Teachers need intensive pre-service orientation to ABE and continuing in-service training

(3) The quality of ABE and the effectiveness of teaching in it are subject to qualitative and quantitative measurement and evaluation

(4) At present there are few career ladders for professional development in ABE

(5) Teachers need most to be able to:

  (a) effectively teach basic skills (reading, writing, math, etc.)

(b) provide subject matter and materials that are highly relevant to the needs, problems and interests of disadvantaged adults

(c) individualize instruction

(d) apply a wide range of adult education methods and techniques

(e) effectively serve in the roles of counselor, diagnostician, evaluator, resource specialist and designer-manager of learning experiences.

The foregoing conclusions have several important implications for future teacher training programs in ABE among which are:

(1) As long as the position of ABE teacher remains a part-time one, with relatively high turnover, effective teacher training and staff development will require more resources, time and funds than presently provided.

(2) Resources should be directed toward designing self-instructional programs for teacher training, and a program of high quality technical assistance should be established to provide continuous professional updating to teachers in the field.

(3) State Departments of Education and universities will need more human and financial resources if the needs for teacher-training are to be adequately met in ABE

(4) Descriptive and analytical studies are needed to determine the long term effect of training programs designed to train teacher-trainers, who train master teachers, who orient and prepare team teachers, who train paraprofessionals and teacher aides

Such investigation should be designed to determine:

(a) the extent to which teacher-trainers and teachers effectively apply what was taught in the training programs

(b) the extent that teacher trainers and teachers keep themselves updated and provide for their own continuing education

(c) the extent to which ABE staff members remain in ABE and the extent to which there is movement up potential career ladders in the field

(5) Basic and applied research is urgently needed to establish an adequate body of knowledge for designing programs to prepare teachers for working with disadvantaged adults

(6) Considerable effort should be directed toward identifying and reformulating knowledge which already exists in the various behavioral sciences so that it can be effectively addressed and related to the problems in the field of ABE, and

(7) Cooperative arrangements are needed for the systematic and efficient preparation of instructional personnel for ABE who are employed by a wide range of agencies (e.g., public schools, Community Action Agencies, MDTA, private businesses and voluntary organizations).

Appendix "A"

PROGRAM OUTLINE

for

THE SOUTHEASTERN INSTITUTE FOR TEACHER TRAINERS IN ADULT BASIC EDUCATION

at

FLORIDA STATE UNIVERSITY
Tallahassee, Florida
July 8-26, 1968

Conducted Under the Auspices

of

Department of Adult Education

and

Office of Continuing Education
Florida State University

U. S. Office of Education

State Departments of Education:

Alabama
Florida
Georgia
Mississippi
South Carolina
Tennessee

--Improving Instructional Leadership in ABE--

RATIONALE

The primary purpose of the Institute for Teacher Trainers in Adult Basic Education is to provide the arrangements and mechanics for the effective preparation of hundreds of teachers now engaged in and being recruited for adult basic education in the Southeastern Region.

- Need for the Project -

Society is increasingly recognizing that under-education is one of the root causes of the complex phenomenon of under-employment, social alienation, poverty and despair in the midst of an affluent society. It is also questioning its ability to survive as a free and democratic nation when relatively large segments of its population are unable to effectively participate in its social, political, cultural and economic life.

Adult basic education to reach approximately 13 million functionally illiterate adults, another 12 million more who have less than an eighth grade level of education and twice this number who cannot function at the high school level of educational competence, will become increasingly important as a national concern in the years ahead. It is assumed that adult basic education (ABE) is a crucial element in the success of a multitude of Federal, State and local programs being designed to provide compensatory education to children and youth, to provide employment to the unemployed, and to reduce in a variety of ways the trends toward social disorganization which are visible throughout the country.

The success and effectiveness of adult basic education will depend in considerable degree upon the skill, competence and ability of ABE teachers to effectively help their adult students achieve the educational, social and pre-vocational goals of the program. There is ample evidence to document the fact that preparation for the teaching of children and youth is not adequate for teaching adults and that preparation for teaching in middle-class society is not sufficient for effective teaching among the disadvantaged and underpriviledged. It is also known that the large numbers of teachers required for ABE cannot be recruited from the ranks of those who are working with youth--where shortages of qualified teachers already exist. Consequently, it is necessary not only to provide a basic re-orientation for experienced teachers who are teaching adults on a part-time basis but also to assist relatively large numbers of persons, who have had little or no preparation for teaching, to acquire the knowledge, sensitivities, and skills necessary for effective work in adult basic education. The accomplishment of this task will largely depend upon the competence and effectiveness of those to whom this Institute is directed.

--Objectives of the Institute---

The program designed for the aforementioned leadership group provides for an intensive three-week residential teacher-training institute on the campus of Florida State University, followed by post-institute learning experiences in the field, continuing contact and technical assistance provided by a highly qualified staff of specialists in ABE, a mid-year practicum-workshop in the states to provide for continuity of teacher development and the opportunity for teachers to examine in depth their specific needs and problems, and an on-going program of informational input. Information will be disseminated to the field via small group seminars, personal correspondence, self-instructional ABE teacher development kits, and newsletters through which the results of current research, pilot projects and innovative practices are translated for the fullest practical application possible in the field.

It is anticipated that much of what will be accomplished throughout the project will have national as well as regional application. Consequently, arrangements have been provided to make such knowledge and information available nationally through the media of the ERIC clearinghouses, the ABE clearinghouse of the National Association for Public School Adult Education, selected professional journals, newsletters of professional societies, the State Directors of Adult Education, University Staff Specialists in Adult Basic Education, The Commission of Professors of Adult Education, and through national and regional conferences which are concerned with adult basic education.

The specific objectives of the overall project are to provide the leadership of ABE, teacher-trainers, teachers and teacher aides with:

(1) An understanding of the philosophical and social purpose of ABE as related to community and human development in achieving individual and social change.

(2) A knowledge of, appreciation for, and sensitivity to the cultural, social, psychological and physical characteristics of the target audience and the conditions and problems which they face.

(3) An understanding of the unique learning abilities and disabilities of illiterate and semi-literate adults.

(4) The knowledge and skill necessary to employ effective strategies for motivating the disadvantaged adult to participate in ABE.

(5) An ability to design effective ABE programs in terms of:

   (a) Clearly formulated, measurable teaching objectives so that the acquisition of literacy skills is undertaken in a context relevant to the real life interests, problems and needs of the students, e.g.:

      Pre-vocational training and the world of work
      Home and family life education
      Consumer education
      Health education
      Civic and Social responsibilities
      Community Services
      Use of leisure time

   (b) Selecting appropriate content and subject matter to achieve the objectives of ABE

   (c) Effectively supplementing commercial materials with local and teacher-made materials

   (d) Using appropriate methods and techniques for adult instruction

   (e) Application of latest developments in educational technology (A-V, VTR, Programmed Materials, Learning Systems)

   (f) Selecting, developing, and interpreting adult ability, aptitude, interest and achievement tests for effective grouping and for diagnostic purposes.

   (g) Effectively evaluating student progress and provide feedback of progress toward goals.

(6) A knowledge and understanding of factors associated with student success and failure in ABE.

(7) Skill and ability in counseling students in areas of home and family life, health, employment, education, and social responsibility.

(8) Knowledge of and ability to apply the latest scientific and technical principles relevant to helping adults develop competencies in reading, writing, computational skills and oral communication.

(9) An ability to diagnose specific learning disabilities (especially in reading) and develop effective strategies for overcoming such disabilities.

(10) Knowledge of and ability to relate the ABE program to a wide range of community activities.

(11) The desire and ability to continuously improve oneself as a professional educator in adult basic education.

--Significance and Contribution of the Project--

The basic systems design for the project has been developed on the basis of:

(1) Recommendations from national conferences to study the problem of leadership training in ABE.

(2) Consultations with University Resource Specialists in ABE, The State Directors of Adult Education, the ABE staff of NUEA, the ABE committee of NAPSAE, the AEA Commission on ABE, the Florida State Department of Education and selected representatives in the Department of Health, Education and Welfare.

(3) The accumulated experience of the faculty of Florida State University who have had a long standing interest in, commitment to and involvement in ABE.

(4) Data obtained from surveys of ABE administrators, teachers and teacher-trainers throughout the region.

The successful implementation of the project should achieve the following significant outcomes:

(1) The economical and efficient development of a corps of professionally competent teacher-trainers and teachers for the field of ABE in the Southeastern Region.

(2) The establishing of a system which will continuously supply new and useful information to teachers in the field and in a form which is directly relevant to their teaching needs and problems.

(3) The achievement of higher quality instruction in ABE where individualized instruction and curricula functionalized to the lives, interests and needs of adult students becomes a reality.

(4) The establishment of a self-correcting system wherein problems of the field are immediately transmitted to the sources of knowledge and research for investigation and resolution and in which recommendations are directed back to the field for testing and when validated are subsequently reported through nation-wide information channels.

(5) The establishment of a system for the continuous identification of changing needs in teacher training and for the performance evaluation of the efficacy of teacher training programs.

(6) An increase in our knowledge and understanding of the teacher-learning transaction in ABE and an identification of knowledge gaps and problem areas for training and research.

SCHEDULE

Saturday, July 6, 10:00 A.M. - 4:30 P.M. Travelodge Motel
Pre-Institute Staff Training Conference

Sunday, July 7
Evening Registration; Travelodge Motel
Informal Social get-together

Staff Headquarters will be located in the Conference Room of the Travelodge Motel

All General Assemblies will meet in the auditorium of the College of Business, Room 120.

Library and Exhibits will be located in Room 103, College of Business.

Discussion Rooms will be located in the College of Business and Bellamy.

SCHEDULE: FIRST WEEK

Monday, July 8, 1968

--Orientation and Overview--

8:00 - 9:30 A.M.	Registration - Continued from Sunday evening (120 Business)
9:30 -10:30	Getting acquainted Introduction of Staff and Participants (Dr. George F. Aker)
10:30 -12:00 noon	Assignment to Learning Groups and Pre-testing (Dr. Wayne L. Schroeder and Mr. Harold Rose)
12:30 - 1:30 P.M.	LUNCH
1:30 - 2:00	General Assembly Orientation (Dr. Irwin R. Jahns) (Mr. Robert E. Palmer)
2:00 - 2:45	General Assembly Overview of the Institute (Dr. Aker)
2:45 - 3:00	BREAK
3:00 - 5:00	Learning Groups - Determining felt needs, interests, and expectations of participants
7:00 P.M.	WELCOME - Mr. Phillip Fordyce, Associate Dean College of Education Florida State University
	BANQUET - "A National and Regional View of Adult Basic Education" - Dr. Edward Brice, Department of Health, Education and Welfare

Tuesday, July 9

--Sensitivity to Our Role in ABE--

8:30 - 10:00 A.M.	"L" Groups meet to define and describe the trainer's role(s) teacher's role(s) in ABE, and to identify problems that relate to role fulfillment.
10:00 - 10:15	BREAK
10:15 - 12:15	General Assembly (Group functions in listening teams)

--The Roles of the ABE Teacher (Teacher-Trainer)--

10:15 - 10:45	As Recruiter (Dr. Roger Axford)
10:45 - 11:15	As Counselor and Diagnostician of Individual and Group Needs (Dr. Axford)
11:15 - 11:45	As Curriculum Developer (Dr. Irwin Jahns)
11:45 - 12:15	As Teacher (Dr. Schroeder, Instructional Leader)
12:15 - 1:30 P.M.	LUNCH
1:30 - 2:00	As member of an Instructional Team (Dr. Axford)
2:00 - 2:30	As Evaluator (Dr. Aker)
2:30 - 3:00	In Community Relations (Dr. Sam Hand)
3:00 - 3:15	BREAK
3:15 - 4:00	"L" Group Meet to Organize Questions
4:00 - 5:00	Panel Reaction by Staff and Consultants to Questions Generated by "L" Groups.
7:00 - 10:00	Library - The Literature of Adult Basic Education. Mr. Richard Metcalf and Mr. Husain Qazilbash. Tuesday Nite at the Movies - Films on Attributes of "Poverty"

Wednesday, July 10

--Social Purpose of Adult Basic Education--

8:30 - 10:00 A.M.	"L" Groups meet to identify and discuss the Social Purpose and Objectives of ABE
10:00 - 10:15	BREAK
10:15 - 11:30	General Assembly--Panel Discussion "The Social Purpose of ABE" Mrs. Elinor Elfner, Mr. Joseph Wheatley, Mr. James Fling, Dr. Cecil Yarbrough. Moderator - Dr. Roy J. Ingham
11:30 - 12:15	Audience Reaction.
12:30 - 1:30	LUNCH

--Social and Psychological Characteristics of the Target Audience--

1:30 - 2:30 P.M.	Symposium "Significant Socio-psychological attributes of the Target Audience" Drs. Aker, Schroeder and Hand
2:30 - 3:00	Forum Discussion
3:00 - 3:15	BREAK
3:15 - 5:00	"L" Group Meet to Select "Community Project"
7:00 - 10:00 P.M.	Library - Special Collection Social-Psychological Dimensions of the Target Audience

Thursday, July 11

8:30 - 12:15	Program Planning and Curriculum Development Dr. Jahns and Dr. Schroeder
	To Achieve objectives in a. pre-vocational and occupational education b. home and family life education
10:00 - 10:30 BREAK	c. social and civic responsibility d. consumer education
	e. health and safety f. use of leisure time g. self fulfillment
	Techniques - (Lecture-Discussion-AV)
12:30 - 1:30 P.M.	LUNCH
1:30 - 5:00	Workshop on developing program plans /or Field trip to examine ABE programs in action
3:00 - 3:15	BREAK
7:00 - 10:00 P.M.	Library Special Collection on Program Planning
	Thursday Nite at the Movies

Friday, July 12

8:30 - 10:00 A.M.	"Lesson Planning" - Mr. Chalmers Murray Techniques Lecture-discussion
10:00 - 10:15	BREAK
10:15 - 12:15	Practicum on Lesson Planning
12:30 - 1:30	LUNCH
1:30 - 3:00 P.M.	"Testing and Evaluation" - Dr. Edwin Smith Lecture-discussion/Practicum - ABE students as Subjects
3:00 - 3:15	BREAK
3:15 - 4:30	Practicum
4:30 - 5:00	Institute Evaluation - Dr. Irwin Jahns

Monday, July 15

--Application of Educational Technology--

"HARDWARE" County Fair
Mr. Richard Metcalf
Mr. William Quinly

"L" Groups assigned rotating schedule to

- a. Center for Computer Assisted Instruction
- b. Educational Media Center
- c. Commercial exhibits and demonstrations

4:00 - 5:00	"L" Groups meet to discuss application of Educational Technology to ABE

Tuesday, July 16

--The Dynamics of Instruction--

8:30 - 9:30 A.M.	General Assembly Developing an Instructional Model for ABE Dr. Robert Boyd
9:30 - 10:00	Reactor Panel and Audience forum --- Drs. Schroeder, Aker, Jahns
10:00 - 10:15	BREAK
10:15 - 12:00	"L" Groups examine their own activities (introspective analysis) in terms of an instructional model.
12:30 - 1:30 P.M.	LUNCH
1:30 - 2:30	Group Methods for ABE Dr. William Carpenter
2:30 - 3:00	Demonstrations
3:00 - 3:15	BREAK
3:15 - 5:00	Demonstrations

Wednesday, July 17

--Preparation, Use and Evaluation of Materials in ABE--

SOFTWARE--County Fair
Mr. Richard Metcalf

8:30 - 9:30 A.M.	General Assembly Criteria for Selecting and Adapting Materials Dr. Edwin Smith, Mr. Chalmers Murray
9:30 - 12:15	Discussion and examination of County Fair exhibits
12:30 - 1:30 P.M.	LUNCH
1:30 - 2:30	General Assembly Programmed Instruction - a Panacea? Dr. Edwin Smith
2:30 - 5:00	Examination of Software Exhibits (Continued)
6:30 -	Cook-out "Talent Review" --The Reservation

Thursday, July 18

--Basic Skills--

8:30 - 12:15	Workshop. Developing Teaching Kits. Dr. Smith and staff
10:00 - 10:15	BREAK
12:30 - 1:30	LUNCH
1:30 - 5:00	Training staff for teaching reading and computation Dr. Smith and staff Techniques: Demonstration/Role Playing Trainer's Use of VTR
3:00 - 3:15	BREAK
7:00 - 10:00	Library "Movies"

Friday, July 19

--Basic Skills--

8:30 - 12:15	Training Staff for Teaching Writing Mr. Ernie Roberts
10:00 - 10:15	BREAK
12:30 - 1:30	LUNCH
1:30 - 4:30	Training Staff for Teaching Oral Communication Skills Dr. Gregg Phifer
3:00 - 3:15	BREAK
4:30 - 5:00	Institute Evaluation Dr. Jahns

Monday, July 22

8:30 - 10:30 A.M.	"L" Group appraise present outcome of Institute
10:30 - 11:00	BREAK
11:00 - 12:15	Evaluation feedback to total group
12:30 - 1:30	LUNCH
1:30 - 5:00 P.M.	Examination of Specific Topics recommended by participants --Total Staff-- Possible areas include Individualizing Instruction Conducting Action Research Internal Coordination of Program Counseling Etc., etc.
7:00 - 10:00	Library

Tuesday, July 23

"L" Group work on task assignments.

Wednesday, July 24

8:30 - 12:15	"L" Groups complete assignments
1:30 - 3:30 P.M.	1st Group Presentation
3:30 - 5:30	2nd Group Presentation

Thursday, July 25

8:15 - 10:15 A.M.	3rd Group Presentation
10:15 - 10:30	BREAK
10:30 - 12:30	4th Group Presentation
12:30 - 1:30	LUNCH
1:30 - 3:30 P.M.	5th Group Presentation
3:30 - 5:30	6th Group Presentation
7:00 - 9:00	7th Group presentation

Friday, July 26

8:30 - 12:15	Briefing by State Directors
12:30 - 2:30	Luncheon -- "The Challenge and Opportunities for Careers in ABE" -- Mr. Robert Luke
2:30 - 3:00	Final Evaluation Dr. Jahns
3:00	Presentation of Certificates

--BON VOYAGE--

INSTITUTE STAFF

Program Development

Dr. George F. Aker, ABE Institute Director, and Head, Department of Adult Education, Florida State University

Dr. Irwin Jahns, Professor of Adult Education, Florida State University

Dr. Charles O. Jones, Assistant Director, Office of Continuing Education, Florida State University

Dr. Sam E. Hand, Director, Office of Continuing Education, Florida State University

Keynote Speakers

Dr. Edward J. Brice, Assistant to the Secretary of Education, Department of Health, Education, and Welfare, Wazhington, D. C.

Mr. Robert A. Luke, Executive Secretary, National Association for Public School Adult Education, Washington, D. C.

Resource Specialists

Dr. Roger Axford, Professor of Adult Education, Northern Illinois University, DeKalb, Illinois

Dr. Robert D. Boyd, Professor of Education, University of Wisconsin, Madison, Wisconsin

Dr. William L. Carpenter, Head, Department of Extension Information, North Carolina State University, Raleigh, North Carolina

Mrs. Elinor Elfner, Executive Administrator, Project Know-How, Florida State University

Dr. Roy J. Ingham, Professor of Adult Education, Florida State University

Resource Specialists (Cont'd)

Mr. Chalmers Murray, Coordinator, General Adult Education, Broward County, Ft. Lauderdale, Florida

Mr. William Quinly, Director of Educational Media Center, Florida State University

Mr. Ernest Roberts, Teacher-Trainer for Adult Basic Education, Broward County, Ft. Lauderdale, Florida

Dr. Wayne L. Schroeder, Professor of Adult Education, Florida State University

Dr. Edwin H. Smith, Director, Fundamental Education Center, Florida State University

Dr. Gregg Phifer, Professor of Speech, Florida State University

Mr. Joseph H. Wheatley, Director, Adult Basic Education, Coahoma Opportunities, Inc., Clarksdale, Mississippi

Dr. Cecil Yarbrough, Regional Program Officer, Adult Education Programs, USOE, Atlanta, Georgia

Staff Trainers and Group Leaders

Mr. Robert E. Palmer, Consultant for Staff Training, and State Supervisor, Adult and Veteran Education, Florida State Department of Education

Mr. J. Frank Bagwell, Supervisor of Adult Education, State Department of Education, Columbia, South Carolina

Mr. Charles L. Bates, Supervisor of Instruction, Adult Education, Tennessee State Department of Education, Cleveland, Tennessee

Mrs. Ernestine Boclair, Director, Adult Basic Education, Mid-State Opportunities, Inc., Charleston, Mississippi

Mrs. Bonnie Lee Hensley, Associate Supervisor, Adult Basic Education, Natchez, Mississippi

Mr. Charles W. Holt, Supervisor of Instruction, Adult Education, Tennessee State Department of Education, Lawrenceburg, Tennessee

Mr. Ernest V. Newman, State Consultant, Adult Basic Education, State Department of Education, Montgomery, Alabama

Institute Coordinators

For Materials, Equipment, and Library Resources

Mrs. Mildred Higgins, Research Assistant in Adult Education, Florida State University

Mr. Richard Metcalf, Research Assistant in Adult Basic Education, Florida State University

Mr. Husain Qazilbash, Research Assistant in Adult Education, Florida State University

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Appendix 'B'

AC003766
ED028333

LEADERSHIP SKILLS
IN ADULT BASIC EDUCATION

1857

A RESOURCE DOCUMENT AND WORKSHOP REPORT

BASED ON THE SOUTHEASTERN INSTITUTE FOR
TEACHER TRAINERS IN ADULT BASIC EDUCATION,
DEPARTMENT OF ADULT EDUCATION, FLORIDA
STATE UNIVERSITY, TALLAHASSEE, FLORIDA
JULY 8–26, 1968.

Published, Winter 1969

LEADERSHIP SKILLS IN ADULT BASIC EDUCATION

Prepared by

Robert Palmer
and
Andrew Hendrickson

With the assistance of

Robert Park
and
Richard Cawley

Resource Document and Workshop Report

Based on the Southeastern Institute for Teacher Training in Adult Basic Education, Department of Adult Education, Florida State University, Tallahassee, Florida, July 8-26, 1968.

Published Winter, 1969
Department of Adult Education
Florida State University
Tallahassee, Florida 32306

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FOREWARD

It was a pleasure for the Department of Adult Education to offer its hospitality and its facilities in hosting the fourth annual Southeastern Institute on Adult Basic Education which is reported herein. It is a commentary on the interest and commitment of the leaders of the six Southeastern states that some seventy of them should, on relatively short notice, have left their homes and foregone or shortened their vacation periods to attend this Institute. This report is presented for the dual purpose of reinforcing the experiences of those who attended the Institute and to provide some useful concepts, techniques, and resources both for those who attended and those who desired assistance but were not able to be present.

Not everything that occurred at the Institute is reported. Rather, a judicious selection has been made of the addresses, group reports, and other material made available to Institute members. The criterion for selection was usefulness for those teaching in or administering public programs of adult basic education.

Attention is called to the fact that as a follow-up of this training project, consultant services are available to ABE program directors in the six Southeastern states. Other staff members may occasionally be available, but Mr. Robert Palmer has been added to the Adult Education staff at Florida State University as Consultant in Adult Basic Education, and his services will be available on call. We hope you will avail yourselves of his services.

George F. Aker
Chairman
Department of Adult Education

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ADULT BASIC EDUCATION: NO RETREAT FROM TOMORROW

by

Dr. Edward J. Brice

Department of Health, Education, and Welfare

Washington, D. C.

I deeply appreciate the honor of being invited to share a place on your fine program. Recently, I had a similar opportunity to address a group of Adult Basic Education administrators and supervisors from a six-States region, at the University of Wyoming, Laramie, Wyoming. It is good to be here. We live in a time of grave danger, and also in a time of great hope. Whoever offers us complacency blinds us to the danger and denies us the hope. Let me begin this evening with a simple hypothesis: Every society gets the kind of youth and adults it deserves. People make the world in which they grow up. Adults make the world in which youth grow up. This is a simple proposition — simple words. Yet they describe a terrifying characteristic of our present society.

A government or a nation should be judged as Justice Brandeis used to say, not by its wealth or its productivity, but by the kind of women or men it makes. And in Justice Brandeis own words, "If we are to be guided by the light of reason, we must let our minds be bold." Or as Alexis de Toqueville said in his remarkable essay on the defense of freedom, "I fear boldness much less than mediocrity of desire."

As Americans, sometime susceptible to greatness, we shall lose our heritage if we cease to cultivate our continuity with the past, spiritually as well as intellectually, but in relation to Adult Basic Education, I have been saying that adult educators must learn to dream again. Because it was out of the dreams of such men and women as Will Lou Gray, Ray Lyman Wilbur, William S. Gray, Frank Laubach, Ambrose Caliver, Alain Locke, Lyman Bryson, Frederick Keppel, and many others that the present adult basic education program was built. These men and women were not afraid to dream dreams. For fifty years their strength and genius nourished an idea until 1961; the time had become right for us to translate the idea into reality. We built upon the dreams and many of us here tonight have pride in making some contribution to the achievement of that dream: Sam Hand, the articulate spokesman for the cause; George Aker, the quiet scholar and thinker; Wayne Schroeder, the profound theoretician, and many others made their contribution. My own life has been enriched and stimulated by having known them in a great cause. For generations to come, men who will not even know their names, will be helped and served because they lived at a time of great peril, and also of great challenge and opportunity.

And now we come to another age; when America seems to be bursting with problems and issues. We must eliminate crime from our streets. We must have gun control laws. We must secure civil rights for all our citizens. We must end poverty, ignorance, and disease. Our economy must grow in all parts of the country. Automation and technology must create new jobs, not more jobless. Old age must be welcomed with serenity, and lived in dignity. We must provide wholesome leisure activity and recreation. We must conserve our national resources — human and physical. We must create new living space in our inner cities. We must bring all ethnic groups into the warm embrace of belonging — of being Americans. How could such a brilliant, sometimes beautiful people, allow all of these problems to accumulate? Where was our vaunted vision, our sense of adventure, our planning for the future? It is so easy to denounce the sins of the past. But, it is also futile to do so. Complaint and denunciation alone are never satisfactory; positive advocacy and action are needed to attain our goals. Besides, our problems today are not so much reflections of past failures as they are indications of the needs of progress. Let us not call them problems; let us call them challenges. Tonight, we have come to talk about one of the important ways in which we are attempting to meet some of the challenges.

Adult Basic Education. One million adults served, $100 million spent; one-half million persons currently enrolled — this is the record of this program after a little more than three and one-half years of operation.

Credit for the achievements during this critical period in the history of the country must go to President Johnson who set the goals and direction of effort; to the Congress, which enacted the new legislation; and the able, first small staff of HEW; State and local administrators of adult basic education who launched the monumental program and made it work.

It is the everlasting credit of all these individuals that each one of the huge assignments was carried through without organizational breakdown; without mishandling of funds; and without default in meeting the objectives set by Congress.

Congressman Roman C. Pucinski of Illinois has said: "The student in an adult basic education class cannot be described by statistics alone. Adulthood must be equated with the obligations an individual is carrying — not by the years he has lived. If a person is self-supporting, or the head of a family, he is an adult whether he is 18 or 59. The student may be a school drop-out in Kentucky, an unskilled worker in Chicago, an immigrant in California, a working mother in Brooklyn, a non-working father in Mississippi. He may be poor as in Appalachia, where the physical environment cannot support him, or he may be poor as in the urban ghetto where society cannot support him. Because of his social and economic circumstances, he cannot lead the full and productive life he desires. Education alone can help him to achieve his goals."

Although much has been accomplished over the last three years, much remains to be done, both with respect to the Adult Basic Education Program and the General Adult Education Program.

All over the country, the list of people who want and need Adult Basic Education classes continues to grow, but the list far out-numbers the classroom space and the teachers which the available funds can provide.

There is a shortage of teachers and a shortage of well-trained personnel at the Federal, State, and local levels. Very often teachers in Adult Basic Education are "moonlighters," holding one teaching or skilled job by day, and instructing adults at night. Few are trained specifically to teach adults, and few are really acquainted with the materials and methods especially suited for adults. At the Federal level, there has been too great a turnover in personnel, and in some instances, startling slowness in filling job vacancies.

Congress recognized these shortages, particularly that of an inadequate supply of well-qualified teachers for the Adult Basic Education Program and made provisions for a unique program to combat these problems in the Adult Education Act of 1966.

In the summer of 1966, the U. S. Office of Education sponsored the first nationwide program to train Adult Basic Education teachers. Nine colleges and universities all over the country held four-week intensive instruction for 982 teachers. In 1967, the total increased to twenty institutes, not only for teachers, but also for State and local adult basic education administrators as well.

Although there has been some criticism of these institutes, by and large, they have served a useful function. The institute participants learned of the developments in the use of innovative teaching techniques such as individualized learning, team teaching, and tutorial procedures for use with adults. Besides this technical competence, the institutes stressed an understanding of the students' background and problems. In one institute, teachers pretending to be illiterate adults, went out to the streets to get a job.

Hopefully, from these workshops, teachers and administrators learned of the technical advances and the personal attitudes that can make them effective teachers of adults. It was hoped that when they returned to their States, they would pass this information on to many more adult educators in local teacher-training workshops. The end result of this "ripple effect" will be classes of illiterate adults who can learn more in less time.

Some mention should be made of the Special Experimental and Demonstration Projects under the Adult Basic Education Program. A major purpose of the special projects has been to contribute to the Adult Basic Education Program through the development of leadership and the demonstration and use of innovative teaching techniques, media, materials, and administration. The projects serve as the vehicles of creativity and experimentation, where the latest Adult Basic Education concepts, curriculum, and methodology can be developed and refined. In Fiscal Year 1967, there was an allocation of one and one-half million dollars for special projects. Ten such projects were funded during that fiscal year.

Two National Advisory Committees in the field of adult education have been established in the Federal government: (1) The National Advisory Committee on Adult Basic Education; and (2) The National Advisory Committee on Continuing Education and Community Extension. While both of these committees have been statutorially provided, it is my view that the two committees' responsibilities tend to overlap and provide opportunities for duplication of effort.

The adult education problems we face today cannot be contained in the framework of existing legislation for Adult Basic Education. This was not the intent of the program in the first place. When the program was originally planned, it was viewed as a facet—an aspect—of a much larger and comprehensive program. Adult Education is much broader than what most people concerned with adult basic education are talking about and planning for. We should not lose sight of this fact. Eventually, we must go far beyond adult basic education if the educational needs of adults are met in our society.

Secondly, we cannot build the necessary programs in a vacuum. In pursuing the goal of an adult education program for a learning society, we have to join forces with organizations, agencies, groups, and the individual citizen in every corner of the land; persons who have committed themselves to the same effort — administrators, teachers, social workers, business men who serve on school boards, housewives who continue their education, doctors, ministers, scientists, and a great many others. We are, in a sense, in league with them for the future. We must serve them well; we must maintain open lines of communication with them; and conduct our programs in such a way that we will strengthen the cause of mutual understanding and freedom.

Tonight, as I stand here before this audience of beautiful people, in this great State made famous by Ponce de Leon, we face a particularly critical moment in our history. We have reached the point where we can translate into reality, the dream of freedom from hunger and want for all of us, as well as the dream of equal opportunity for each to develop his own potential as a person. Yet, we have not taken the steps to do so. We are at the point where a sizable proportion of our population, those who represent the establishment, are free from hunger and want, and are not aware of the extent to which others have been shut out from participation in the realization of the dream.

This dream still runs deep in America. It is shared by all ethnic groups, by those who are still poor as well as those who have "made it." The mass media holds its material expression constantly before all of us. Yet, the way we think and talk about this dream is no longer suitable to the world we live. The "frontier" has been the image of opportunity; the city has been the image of failure. But, the city is where more and more of America lives. Without a dream of the glory of the city, and without a vision of a literate city as the place of opportunity, we cannot survive.

To overcome, we must break the "conspiracy of impotence" that engulfs many of us. Only if we learn to dream again — to imagine the impossible — then we can truly say: There can be no retreat from tomorrow!

THE ROLE OF THE ABE TEACHER (TEACHER-TRAINER) IN COMMUNITY RELATIONS

by

Dr. Sam E. Hand, Director
Department of Continuing Education
Florida State University

It would seem appropriate that you ask yourself certain questions about Adult Basic Education here at the outset of this three-weeks institute, because the perception you have of Adult Basic Education when you return home — what it is, and what it should do for people — will influence greatly both the program itself and your effectiveness as a leader.

First. How do you perceive of Adult Basic Education? Is it a program designed to teach undereducated adults the three R's — that is, the basic skills of communications and computation — or do you perceive it to be a program with broader implications? In other words, do you see Adult Basic Education as a program to stamp out illiteracy, or do you see it as a first step toward the broader objective of eradicating ignorance?

Tied in with this first question is a second which you should ask yourself. How do you perceive the role of the teacher in adult basic education? Is the job of the ABE teacher that of providing a certain number of hours of academic instruction in reading, writing and arithmetic each week to his students, or is it his job to try and broaden the total life experience of each of his adult students?

Third, what type of student do you expect to have in Adult Basic Education? Is he going to be the kind of person who comes readily and voluntarily, or is he more likely to be the kind we must seek out and work long and hard to get to come? Is he to be the kind of person whose earlier experiences in school were pleasant and rewarding, or must we also attempt to involve those whose earlier school experiences were unpleasant and frustrating?

I think you will agree that these questions are rather fundamental to our purpose here. Each of them has relevance to, or implications for, the type of Adult Basic Education program you will attempt to provide when you return home. And the question of whether or not you must involve the total community with you in your program depends on whether you take the long or the short view of what adult basic education is or should be.

If you take the more limited view that adult basic education consists only of basic instruction in reading, writing and computation, and that the students you will have in ABE do not need, or that it is not within the scope of Adult Basic Education to provide, instruction and help in connection with the problem of these students in earning a living, managing a home, participating in community affairs, and understanding what is going on in the world about them — if this is your view — then your job, and that of the ABE teacher whose efforts you will be directing, is relatively simple. This kind of job can be done right in the public school classroom. You and your teachers can do this yourself; you already have the competence and the "know-how" to teach the basic academic skills. You won't need any help from other community agencies or organizations.

But, if you take the broader view of the role of Adult Basic Education — as I am sure all of you do — and look upon this program as an opportunity and a means for developing the whole person, for raising the aspiration levels of illiterate and undereducated adults to the point where they may come to see themselves in potentially productive and contributing roles, if you view → ABE as a device for reversing the pattern of consistent failure which has characterized the life experience of so many of these individuals in the past, and approach it as an opportunity to broaden the experience, increase vocational and citizen-participation skills, improve family living, and give a new lease on life to every ABE student, ← then you and each of your teachers will need outside help. You cannot do this kind of job alone. There are too many dimensions of the task that fall outside the areas of professional competency of most teachers — and, indeed, outside the function of the school. The specialized services and the facilities of a large number of other community agencies will be needed. And the special services of each of these agencies can make their greatest impact upon the individual when they are provided in a planned, cooperative manner with those of the other agenices involved.

The ABE teacher can and should become the catalyst through which the varied resources of community agencies are brought to bear on the needs of ABE students. This is not an easy task, especially if it is to be accomplished in a systematic, cooperative, and effective manner.

And the ABE teacher at this point may well ask why it falls his or her lot to take this task on as his. To this, I would reply that we as teachers of adults have a professional responsibility to help our students to achieve their highest level of productivity and personal fulfillment; that having helped students establish a base upon which to build — i.e., having taught them the basic academic skills — we have assumed some responsibility for helping them find the opportunities and the means for building — for relating their basic educational experience to real life situations and opportunities.

So, while the job of enlisting the cooperation and assistance of other community service agencies for our ABE students is not an easy one to accomplish, any less effort on our part will simply increase the possibility of another failure for this failure-prone population. And this is a risk we cannot afford to take. This may well be the last opportunity we as educators will ever have to get these particular adult students on the road to success in life. If we do take the broader view — and really believe that Adult Basic Education is concerned with the development of the "whole" person, it seems to me that we have no choice but to develop active working relationships with any and all agencies and organizations in the community that have a service to offer; that have information that may solve a problem or broaden the outlook of our students; or that can in any way contribute to the developmental process necessary to enable our students to reach a higher level of economic and social productivity.

What are some of the community agencies we are talking about?

I would want to have a close working relationship with the Employment Service, because this agency has employment counsellors who can determine the kinds of jobs for which our students are best suited and help them secure employment in these jobs. They can also provide a wealth of information about job requirements and the kinds of training they require.

I would want to work closely with the Vocational Rehabilitation Service because this agency provides special help for individuals who have some physical impairment or handicap. They provide free medical examinations and vocational evaluations by means of which suitable kinds of jobs can be identified in which these handicapped persons can perform successfully.

Vocational Education is another agency I would want to work closely with, because they can provide the vocational skill training necessary to make our ABE students employable in better jobs.

The Public Health Service has much to offer. They can provide expert health counselling for the entire families of our ABE students. Also immunizations, and other measures essential to the maintenance of good health. They can assist greatly with classroom work relating to good family health practices and planned parenthood.

I would want to work closely with Public Welfare because this agency can do so many things for our ABE students and their families. They can provide financial support for subsistence purposes while the father or mother goes to school. They can bring surplus commodities into the home, and even provide "work-Experience and Training" opportunities for unemployed parents. This agency also represents perhaps the best single resource in the community for helping us identify adults who need Adult Basic Education.

The local Home Demonstration Agent, or Extension Home Economist as they are now called, can assist the ABE teacher by helping with expert instruction in homemaking, cooking, sewing, good buying practices, home budgeting, and financial management.

We should work intimately with Children's Services because they can provide casework and physical restoration services for the children of ABE student's family. They can provide day-care services for children while the parent goes to school. They can supplement and enrich our instruction program in areas relating to home and family living, child-parent relationships, and so forth.

These are just some of the public agencies found in most communities. There are others, and there are also certain private, non-profit agencies in most communities that have valuable services to offer. I have in mind such agencies as:

> Legal Aid Societies, that can provide legal services — a constant need of the poor.
>
> Churches, Civic Groups, and Public Service Organizations (such as Red Cross and Salvation Army) —

These organizations can provide emergency financial support, recreational programs, transportation, and many other kinds of needed assistance for adults with limited resources who are trying to attend school. They can provide volunteers to help as teacher aides, special tutors, and contact persons. Often times these organizations can provide a most convenient and suitable meeting place for an ABE class.

Community Action Agencies should not be overlooked as potential resources to help our students. Under the (OEO) funded programs of Community Action Agencies many essential services not otherwise provided by other agencies can be made available. For example, if child-care services are needed to enable ABE students to attend school, and such services are not available otherwise, the CAA can provide them. It can also provide tutoring services for ABE students, recreation programs, home management aides, and many other kinds of help.

How do you as teacher-trainers go about helping your teachers utilize the services of other community agencies in the improvement and enrichment of your ABE program?

First of all, you yourself must get to know the key people in each of the various community agencies, and become thoroughly acquainted with what they have to offer — what they can and cannot do. You will have to convince each agency that ABE shares with it a common concern — that of helping people, particularly the less educated, less employable, and less productive people to become better educated, more employable and more self-sufficient and productive. You will need to identify and point out for them the kinds of needs their agencies can serve for ABE students which are beyond the capabilities of ABE teachers in the classroom.

You will need to bring your teachers together and arrange for these key representatives of community agencies individually and perhaps collectively to explain and discuss how they can best provide their respective services to ABE students, and have your teachers explain and explore with these agency representatives how the teacher's classroom instructional program and the teacher's relationships with individual ABE students may enhance the efforts of these various community agencies in the accomplishment of their (the agencies') objectives in their work with ABE students and their families.

Finally, you will need constantly to encourage your teachers to call upon, involve, and utilize these other agencies in their work. You will need to guide your teacher's efforts in this respect. You will need to be suggestive as to ways and means of working with these agencies, and often serve as the liaison between the teacher and the agency.

You and your teachers may at times become discouraged, and perhaps even irritated, because you will encounter a certain amount of indifference or apathy on the part of certain agencies. But this must not deter your efforts — Adult Basic Education — to be truly successful in the broad sense — just has to be a total community effort. Only by your efforts can we make it so. I am sure you agree with me that we cannot let it fail. We must make it work.

GROUP METHODS FOR TEACHING IN ABE

by

Dr. William L. Carpenter, Associate Professor
Department of Adult Education
North Carolina State University

These are exciting times for anybody concerned with the methodology of teaching. Throughout the country new approaches are being made to educational methodology and new pieces of equipment are coming into use almost daily. However, we can have all the fancy gadgets and know all of the methods, but methodology is the product of the creative mind of the teacher. By this, I mean that methodology must be different for adult education. It must be different in each ABE classroom, and in many instances, it must be tailored to the individual student. Therefore, the methodology that will be most effective is the product of the teacher using his own creative mind to adapt software and hardware to the particular teaching situation at hand.

Communication is an integral part of the teaching process. In fact, it might even be argued that teaching is primarily communication--communication between teacher and student and communication between student and student. Therefore, we will use terms such as methodology and communication somewhat interchangeably in this report.

Another term often used is educational process. Good methodology or process will not make up for poor content, and poor content cannot do the job without proper methodology. There are some who consider content and process or methodology highly related and interrelated.[1]

This presentation is designed to acquaint you with some 30 or more educational methods, techniques, and devices. To use the diffusion process developed by sociologists as a model consisting of five stages--awareness, interest, evaluation, trial, adoption--I will attempt to get you through the first two steps of the diffusion process. If you have not heard of or are not aware of a particular activity I shall mention, then your becoming aware of it here today has carried you through the awareness stage. I hope you will be interested in many of the activities I will mention which will thereby take you through the interest stage. Hopefully, after you return to your homes, you will give a mental evaluation of the various methods and techniques and then you will actually try them out.

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[1] Russ A. Mahan and Stephan R. Bollman. "Education or Information Giving?" Journal of Cooperative Extension. Volume VI, Summer 1968, Number 2, page 101.

If they work for you then of course you will adopt them and proceed on through this diffusion and adoption process.

Before taking a look at specific methods and techniques perhaps it will be helpful to consider some approaches to the study of educational methodology. In each approach we can categorize various activities which should be helpful in our study of methodology, and decisions on their value to us in our own individual programs.

One such approach is by definition. A generally accepted definition of methodology is that the "method" is the relationship or link between institution or agency conducting the educational program and the student or participant involved in the program. "Technique" is usually thought of as the relationship established by the individual agent or teacher and the way in which he arranges the relationships of learners and resources to assist the learners in the learning situation. "Device" is often used to label the audio-visual and other gadgetry or hardware being used quite extensively in the classroom and other settings.

A second approach to the study of educational methodology is by the form of communication used. There are three forms of communication or ways in which we can communicate: oral, written or visual. Oral refers to the spoken word and can be used alone or in conjunction with the written and visual forms. The written form can be used alone or in conjunction with the other two. Likewise, the visual form can stand alone and if we think about it for a minute, we can come up with many instances where we deal only with the visual form of communication (road signs, stop lights, military signals, etc.). However, the visual form of communication is usually used in conjunction with the oral or written form and often as a supplement to the oral or written forms. Most methods and techniques can be placed into one of these communication forms.

Educational methodology can be categorized in terms of audience groupings: person-to-person, group, and mass. The person-to-person arrangement, called the dyad, is considered as a special group in small groups research and discussion but is separated out here as a special form. This is simply an arrangement of two people communicating either in close personal contact or by long distance, such as telephone or letter. The second audience grouping is known as group or selected audience while the third is known as the mass or unselected audience. The selection aspect is very important here. It means that when we are dealing with mass media we have, in addition to a large audience, an unselected audience and we have no control over who can receive our message. In the group activity as we have defined it here we are dealing with a selected audience--either people who have elected to participate in our activity or who have been selected to do so.

We can categorize educational methodology in terms of the communications process made up of five distinct steps: sender, message, channel, treatment, receiver. The sender is the source of the message and the sender selects a channel which will reach the intended receiver. Treatment refers to the way the message is handled. Quite often in this system, the channel would be equated to the method defined earlier as the link between agency and student, and treatment would be fairly consistent with the technique as defined earlier.

Other approaches to the study of methodology or systems of categorizing educational methodology could be based on objectives and structural limitations. To illustrate both of these points, let's use the lecture and the discussion, the two techniques most often debated and compared in educational research. The lecture is certainly most effective for presenting a single point of view, or in presenting the most information in a specific amount of time. But if the intent is to present all viewpoints, obtain maximum participation, or change attitudes, the discussion is superior. However, the size of the group, physical facilities, and leadership available can be the factor determining which technique will be used.

We will use several of these approaches or categories in our discussion here today.

Mass media includes newspapers, radio and television in almost all instances; however, publications and magazines are often placed in the mass media category. The distinction between the two is that the magazine is issued periodically or with a set frequency whereas we usually think of the publication as being a separate work or one in a series but without a set frequency for publication. Circular letters and other forms of direct mail are usually sent to a rather narrowly defined and selected audience but they can sometimes be thought of as mass media methods.

There are several methods for reaching large groups of people, although sometimes useful in working with small groups as well.

The conference is a meeting of people who are usually members of a close knit group who consult together in a formal fashion on problems to which they give most serious consideration.

The convention is an assembly of people from local groups who are members of a parent organization, either district, state, or national.

The institute is a training meeting for individuals who are interested in a specific field. It may be a series of sessions lasting one day or less or for several days.

The seminar is a group of persons engaged in specialized study led by a recognized authority in the subject being studied. It may be a single session or a series of sessions.

Short courses are periods of intensive training on some specific subject, usually more simple and less concentrated than that which is taken for college credit, but containing more depth than the single meeting.

The workshop is a group of people sharing a common interest or problem meeting together to improve their individual proficiency, to solve a problem, or to extend their knowledge of a subject through intensive study, research, and discussion.

There are several techniques or systems of structuring in both large or small groups.

The panel is a group of four to eight persons with a special knowledge of the subject holding an orderly conversation on an assigned topic in full view of the audience.

The colloquy is a modified version of the panel with half of the participants representing the audience and half serving as resource persons or experts. Time is about equally divided between the two groups.

The forum is a public assemblage where everyone has a chance to voice his views.

A symposium is a series of prepared speeches given by two to five experts on as many aspects of a problem as there are speakers.

The interview is a presentation in which one or more resource persons respond to questioning by one or more interviewers.

We can also get audience participation through selected representatives from the audience or a sample of the listening audience.

The audience reaction team is a team of members of the audience who react to a speaker or other resource person. They may interrupt the speaker to seek immediate clarification of points that are not clear, and otherwise assist the speaker in meeting the needs of a specific audience.

A listening team listens, takes notes, and questions or summarizes at the close of a presentation. The team is often thought of as the representatives of the audience and is created to provide interaction between speaker and audience.

The question period is an organized follow-up session to a formal presentation in which members of the audience direct questions to the program participants.

There are a number of techniques usually placed in the small group or classroom category although size of audience is not particularly relevant in all cases.

Brainstorming is a technique where creative thinking takes precedence over the practical. The idea is to get out before the group all ideas possible, with no thought to how practical the ideas might be. The participants are urged to be as "free wheeling" and uninhibited as possible.

The buzz session is a technique for involving every member of a large audience directly in the discussion process. The audience is divided into small groups (5 to 7 members) for a limited time (5 to 7 minutes) for discussion to which each member contributes his ideas.

In role playing some members act out a real-life situation in front of the group. There is no script, no set dialogue, and they make up their parts as they go along. The group then discusses the implications of the performance to the situation or problem under consideration.

The skit is a short, rehearsed dramatic presentation involving two or more persons. It usually is acted from a prepared script and dramatizes an incident which illustrates a problem or situation.

The case study is a detailed account of an event or a series of related events that may be presented to an audience orally, in written form, on film, or in a combination of these forms.

A committee is a small group of persons selected to perform a task that cannot be done efficiently by an entire group or organization, or by one person. This group is also known by other names, such as subcommittee, executive committee, task group, etc.

A lecture or speech is a carefully prepared oral presentation of a subject by a qualified expert. It is usually rather formal and is used to present factual material in a direct and logical manner or to present one point of view on a controversial subject.

The discussion group is a group of persons meeting together to discuss informally and deliberate on a topic of mutual concern, particularly effective in identifying, exploring and seeking solutions for problems and developing plans of action and changing attitudes.

The demonstration is a presentation that shows how to perform an act or to use a procedure. It is often followed by the learner carrying out the activity, under the guidance of the instructor. It is basically a visual presentation, accompanied by oral discussion.

A field trip or tour is a carefully arranged event in which a group visits an object or place of interest for first-hand observation and study. The trip can range from a short visit to a single location to one lasting several days and covering several states.

There are a number of audio-visual aids and devices that can be quite useful in the classroom. Several are developed through the photographic process such as photographs, films, slides and film strips. Films have the advantage of motion but do not contain the flexibility of use that is found with the single photograph, the slides, or film strip. Drawings are used very much like the single photograph and can be more or less effective than the photograph depending on the amount and kind of detail to be shown.

The flip chart derives its name from the system in which it is used. It is a series of charts on rather flexible paper mounted on an easel or chart stand. As a chart is used, it is simply flipped up over the top of the stand and then hangs back of the stand.

The flannelboard derives its name from the flannel material used on the board. Objects to be placed on the board have pieces of sand paper or specially prepared adhesive materials which will stick to the flannel. Plywood, cardboard or other materials are used for the backing on the board.

The magnet board is magnetized in one direction while objects to be placed on the board are magnetized in the opposite direction so that the objects are magnetically attracted to the board.

The chalkboard is what we used to know as the blackboard until the manufacturers started painting them green; still quite useful, particularly with the wide variety of colored chalks now on the market.

The overhead projector is currently the darling of the audio-visual area. Manufacturers have realized the potential of this market and lightweight and inexpensive models are now being placed in each classroom in many high schools and colleges. Transparencies are used, light shines through the transparencies, and is then reflected onto a screen.

The opaque projector is different from the overhead projector in that opaque materials are used instead of transparencies. The advantage of the opaque projector is that any sort of reasonably thin material can be inserted into the machine without special preparation. Disadvantages are that the equipment is heavy and bulky and the room must be almost completely darkened.

There are a number of recording and playback devices which can be used very effectively in many classroom situations. Examples are ordinary tape recorders and the newer but more expensive video tape recorders.

There are a number of miscellaneous communications methods that are highly used in the commercial world and have found quite effective use in selected educational situations. These include exhibits, posters, hand bills, car cards, and billboards.

In our range of educational methodology, we should mention programmed instruction, educational television, and tele-lectures. The tele-lecture can be visualized in two fashions. It is possible to project on a screen slides that coincide with the remarks being made by the lecturer, and a new innovation sometimes called "blackboard by wire," enables the lecturer to control materials that are presented on a screen at the receiving end.

If I have stimulated your interest, let me call your attention to the publication you have received (Twenty-Four Group Methods and Techniques in Adult Education).

In closing, I would like to reemphasize that methodology is very important in the educational process, but it is not a substitute for content. Also, it must be developed by the individual teacher to fit his specific teaching situation. In other words, good methodology is the product of the creative mind of the teacher put to use.

TRAINING TEACHERS FOR TEACHING WRITING SKILLS IN ADULT BASIC EDUCATION

by

Ernest M. Roberts, ABE Teacher Trainer
Broward County, Florida

There's an old saying that "association brings on assimilation." While looking at you, I cannot help but think of your possible association with Adult Basic Education and its students.

Jestfully, I am trying to decide if you have assimilated some of the psychological and sociological characteristics of the undereducated adult. How Do You Rate?

1. Are you extremely sensitive?
2. Is your motivation stifled?
3. Do you doubt your own ability to learn?
4. Are you non-verbal?
5. Are your concepts of right and wrong different?
6. Are you impatient—do you want immediate results?
7. Are you easily discouraged?
8. Are you difficult to involve?
9. Are you ashamed to admit you cannot write?

Hopefully, each of you answered "NO" to each of the 9 questions. Why? Because to be an effective trainer of Adult Basic Education Teachers, you must possess an abundance of the characteristics I mentioned—IN REVERSE! For an extra touch, let's mix in a GENEROUS supply of creativity.

Hopefully, your end product will be devoted, versatile, competent, creative teachers of ABE students, helping them to meet the challenges of living in this changing world.

How can handwriting help the ABE student meet the challenges of living in a modern world? Why should handwriting skills be included in the ABE curriculum?

"Handwriting in ABE is, in many ways, the most concrete of the basic skills; it can be physically measured and analyzed; it can be preserved and compared over a period of time."

To my knowledge, there has been no research concerns and investigations regarding teaching writing skills to the ABE student; therefore my comments and activities here today are based on a personal investigation, experimentation, and knowledge of the subject as a result of years of elementary classroom teaching experience—part-time adult basic education teaching experience—and as a full-time Adult Basic Education Teacher-Trainer-Curriculum Specialist.

Let us pause for a moment and set aside one of our ABE students. Let's picture him between the age of five and seven years. We would agree that his large muscles are better developed than the small ones and that hand-eye coordinations are not complete. At six, he is often uncoordinated in motor development, but by age seven, much of the functional growth of the brain is completed. The nerves have acquired the needed protection and the higher centers have begun to develop some control over the accessory muscles. Therefore, from about age 8 on, the fine muscles can be utilized advantageously. Now he is an adult in one of our ABE classes. He has not used his neuro-muscular coordination for learning a technical skill in 30 years. What now? How do we tackle the job to be done? We must remember that handwriting is a skill which involves complex abilities in neuro-muscular coordination. These must be consciously developed through guided sequential stages of growth and patterns of practice in definite planned lessons. Before we examine these patterns of practice, let's examine some common misconceptions concerning the teaching of handwriting.

E. A. Enstrom, a widely recognized authority on handwriting, considers three common misconceptions concerning the teaching of handwriting. The first misconception is that handwriting can be learned incidentally. The fallacy here, of course, is that no sensori-motor skill that involves bringing changes into behavior and fixing these changes into habits, can be learned in an incidental manner alone. Regular practice sessions are an absolute requirement. Many repetitions are necessary in the establishment of habits.

The second misconception is that handwriting will teach itself. In education, very little teaches itself and this goes double for the motor skills. The third misconception is that teachers need no preparation for the teaching of handwriting. No teacher can teach successfully that which he neither understands nor can demonstrate.

The aforementioned three misconceptions have led me to the conclusion that three basic requirements need to be met in order to remedy the handwriting situation in ABE today.

1. Each teacher must be able to demonstrate and must understand clearly how to teach handwriting.
2. Handwriting should be taught for a short period each class session.
3. Each teacher must follow through and insist that learned skills be used in all applied situations.

Be reminded, the fundamental principles of good writing are the same regardless as to whether it is in the elementary school classroom or whether it is in the ABE classroom, but generally, the handwriting period is used for remedial purposes; that is, diagnosing and correcting handwriting defects that have been revealed in student's work. Students are helped to become more proficient in identifying general and specific inaccuracies of letter forms, slant, size spacing, and quality of alignment of writing.

Again, may we be reminded here; much of what is done and what is advocated in handwriting practice is based upon little, if any, careful research. Therefore, the implication appears to be that one should not be reluctant to question and to try out new and original ideas. There is no right or wrong handwriting program. The important thing is to have a system for teaching handwriting that the staff agrees upon and carries out. If the administrator or teacher trainer is alone in his concern about the importance of handwriting, very little change is likely to take place.

At this point, let us consider one of the Learning Principles for our knowledge of Learning Theory and Adult Education and apply it to the first statement I made to you today.

The sense of satisfaction which results from achievement is the type of reinforcement which has the greatest transfer value to other life situations—Handwriting is concrete, it is evidence of achievement that the student can measure and analyze, that he can preserve and compare.

Do you agree that good teaching in handwriting can help give your teachers that "holding power?" What's your answer?

Is handwriting important in Adult Basic Education? It's up to you to make it so.

THE DIAGNOSTIC APPROACH TO TEACHING ADULTS

by
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The old dictum "take the student where he is and lead him as far as he can go at his own rate of learning" is as valid today as it was fifty years ago. It is probable that if the schools had adhered to this principle, most of our functional illiterates who attended these schools during childhood would now be literate.

TAKE THE STUDENT WHERE HE IS

Research on teaching reading has uncovered some guidelines that are basic for optimal learning of the basic skills. The first of these is determine the student's instructional level. This means that in reading, writing, arithmetic, and spelling there is a level where the instruction is most effective. In reading, this level is generally the readability point where the student can read fairly smoothly well over 90 per cent of the running words and comprehend what he has read. He should not be reading extremely slowly and he should not exhibit undue tension at this level. In arithmetic, facility in counting must precede instruction in addition. Instruction in addition must precede instruction in subtraction, and so on. In spelling basic phonemic competency should precede syllabication. Syllabication knowledge should precede varient endings and so on. In addition, the most commonly needed words in writing should precede the least frequently needed words. In writing, due in part to its relationship to reading, manuscript should precede cursive. Simple syntax should precede more complex syntax.

The second guideline is determine the student's independent level. In reading, this is the readability level where he rarely encounters a new word, where he reads smoothly, and where he has no difficulty with comprehending what he has read. In arithmetic, it is the point where the errors that he makes result from carelessness rather than from lack of knowledge. In spelling, the independent level is generally one grade level below the instructional level.

The third guideline is to determine the frustrational level. This is the level where the student becomes frustrated and is unable to learn effectively. In reading, it is generally one to two levels above the instructional level and is characterized by the missing of many words, tension, slow reading, and lack of comprehension. In arithmetic, it's characterized by failure on many problems and insecurity in the use of the specific mathematical skill. In spelling, it's characterized by rapid forgetting of the spellings taught and by avoidance of those words in writing.

These guidelines must be followed for effective teaching. The use of textbooks, packaged programs programmed instruction, and other teaching technology implies that the student is going to learn from such materials the skills and concepts indicated by the curriculum and that a large part of the teacher's function is to place in the hands of students the proper materials, to manipulate the materials as he sees signs of boredom or frustration, and to act as a motivator and helper when the student has difficulties. To carry out this function, constant informal diagnosis must be carried on. Those things that a teacher can best teach should be taught by the teacher. Other things should be taught through educational technology during which time the teacher acts more as a diagnostician than he does as a teacher.

LEAD HIM AS FAR AS HE CAN GO

It sounds fine to say, "lead him as far as he can go." But how do you determine how far a person can go in learning? And since people of the same general overall ability differ widely in special abilities, how do you account for such differences? Both questions can be readily answered when the concern is the typical middle class student. Intelligence tests and other tests of scholastic aptitude give good indications of the general level of achievement to be expected for a given individual. The test results will indicate both present learning potential and probable future learning potential. One such test for middle class reading potential is to read passages of varying readability levels to the student. The top level where he fails to comprehend is one level above his probable reading potential.

If our functionally illiterate adults came from the middle class the task of teaching and testing them would be easy. But the vast majority of them are culturally deprived and have been outside the main stream of society most of their lives. Their innate learning ability has been repressed, their language learning has been both less and different from that of the middle class. Many do not hear all of the phonemes used in standard English. They have not been taught the various thinking skills and they often lack the words needed to think out certain problems. At the time of this writing, there was no instrument that would accurately reveal the disadvantaged person's probable learning potential. He learns the language patterns as he learns to read, and his potential for learning increases as his language facility increases.

If the above is correct, where does that leave the teacher? How can he know how far he can lead the student? Here is where skill in informally estimating the learning potential of the student is called for. How rapidly does he learn when placed on an instructional level? How well does he handle personal problems? How able is he to change his ways of thinking? How much change has he made since he entered the class? These and other questions will enable the teacher to make a good estimate of the present and future learning potential of his student.

AT HIS OWN RATE OF LEARNING

If you were to take a class of adults and ask them to make as many X's as they can in thirty seconds, you would find some who made a great many more X's than others. If you had the same class do almost any other task within the ability range of the class members and if you timed the task closely, you would find a similar range of differences in speed. If you gave the class members a list of words to memorize, again you would find a wide range in rate of learning. And you would find that members' ranks in ability to do the two tasks differed from task to task.

Because of differences in learning rates, differences in levels of achievement, and differences in learning styles effective teaching is best done by putting each student in the type of material that is best paced to his rate of learning in that particular area and that is best designed to fit his learning style. The ultimate criteria for "goodness of fit" is how well he learns from the material. Short trial periods with varied instructional materialare vital for proper placement. No two students should ordinarily be working with the same book, pamphlet, or other instructional materials and be working on the same page at the same time. That is not to say that several students should not have the same materials but that since they have different learning rates it would be most unusual to find them at the same place at the same time. This of course holds true for skills development and does not necessarily hold true when concepts are being developed and when human feedback is a vital ingredient in the learning process.

WHERE IS HE?

Sometimes it is helpful to think of the stages that an adult goes through as he moves up the literacy ladder, for if you have a rough idea of his stage of literacy growth, the finding of his levels of achievement can be hastened.

For classification purposes, four stages may be used. These are the introductory stage, the elementary stage, the intermediate stage, and the developmental stage. The adult who has attained functional literacy has passed through the first three of these stages. He has attained a junior high school reading level, his writing is legible, he can do arithmetic through decimals, and his spelling and composition are at the junior high school level. In addition, he has learned the important facts and concepts taught in the general knowledge area of adult basic education.

IS HE AT STAGE ONE?

The first stage of literacy training is the introductory stage. This stage is somewhat similar to the first three grades of school in terms of the reading, writing, arithmetic, and spelling skills that are taught. But the content, materials, and student problems are quite different. While much of what children learn in the first three grades is aimed at the future, most of what the adults learn is aimed at the present. With children, much of the reward is delayed or abstract. With the adult, the learning is immediately useful and should be immediately satisfying. Emphasis is on the concrete. Application of the learnings is done in real life situations. If the student is unable to read on a fourth grade level, he is at the introductory stage in reading. If he is unable to do multiplication, he is at the introductory stage in arithmetic. It is possible for a student to be at the introductory stage in one area and above that stage in other areas.

IS HE AT STAGE TWO?

The second stage of literacy training is the elementary stage. At this stage, the adult can read at a fourth grade level or better. He has mastered most of the decoding skills and is able to use reading as a primary learning tool. In arithmetic, he is ready for division, he can use the dictionary to check his spelling. His handwriting is well controlled and his composition is varied in syntax and patterns of organization. While literal meaning is stressed at the introductory stage, increased emphasis is now being placed on interpretive reading and great emphasis is placed on work-type reading and on arithmetic problems. In spelling, the student has learned to spell the most frequently used words in writing and he now needs to learn the special words needed for meeting his special communication needs. In terms of reading, writing, arithmetic, and spelling this stage is comparable to grades four, five, and six.

IS HE AT STAGE THREE?

The third stage of literacy training is the intermediate stage. At this stage, the student can read many things that are written for the general adult public. Emphasis is placed on critical reading, depth of meaning, competence in occupational areas, speed and flexibility of reading and expanding reading, and expanding reading interests. In arithmetic stress is placed on meeting specific occupational needs, using mathematics as a work tool, and using mathematics as a thinking tool.

Writing skills are extended and spelling is taught when specific needs are exposed. At this stage, as in the earlier stages, the program dealing with the general knowledge area of adult basic education is continued. This stage may be regarded as the transition stage from materials designed for teaching adults the basic skills to materials written for the general literate public.

IS HE AT STAGE FOUR?

The fourth stage of literacy training is the developmental stage. When the student has reached this point, he should be ready for an adult high school program, correspondence program, or special G.E.D. program. His reading, writing, spelling, and arithmetic skills are on the high school level and he has learned the concepts and facts that form the core of adult basic education. The main objective of literacy programs should be to take the students up to the developmental stage if possible.

THE TESTING PHASE

How shall we determine at what stage a student is and then at what level of that stage has he reached? One way, of course, is to give the students standardized reading, arithmetic, and spelling tests. But a test designed for students at the introductory stage may not have enough range to also test those on the elementary and intermediate stages. Then too, to give a complete illiterate a standardized silent reading test may result in introducing him to literacy education on his frustration level. The same would hold true for an arithmetic or spelling test. Somehow, an estimation must be made of where the student is probably operating in the basic skills before selecting a standardized test which will be helpful in determining the specific level of achievement and which will be helpful in locating causes of the student's difficulties.

One suggestion is to use a short locator test. This enables the examiner to briefly and informally find the stage where the student is functioning in reading, spelling, and arithmetic. On the basis of this test, the standardized reading, writing, and arithmetic tests may be selected.

WHAT DO WE WANT TO FIND OUT?

The diagnostic approach demands that we find students' instructional levels in the basic skills. It also demands that we gather information about the student's attitudes, vision, hearing, background, interests, and perceptual abilities. How foolish it is to attempt to teach reading to a person with blurred vision. And many literacy education students need glasses. How can you teach phonemics or phonics to a student who cannot hear certain sounds or who must be taught to hear certain phonemes that he has not been previously exposed to? How can you expect progress from a student who is so flooded with anxiety that he cannot concentrate? Checks of these things should be built into the diagnostic program.

HOW DO WE FIND IT OUT?

No literacy education student should be introducted to literacy education through formal standardized testing. Initial placement should be on the basis of informal tests given by the teacher or counsellor during an interview situation. What testing and how much testing should take place at one time will depend on the student. Since the diagnostic approach to teaching calls for continuous informal and formal test, the diagnosis of student difficulties continues as long as he is in the program. Each student has a folder where information on him and his progress is kept. His record of classwork is also kept in the folder and serves as one source of diagnostic information. Classroom progress can be kept on simple forms whereon the materials used, the pages or cards completed, and special problems are noted. It may also be kept in a diary of classwork.

READING DIAGNOSIS

For those with a reading level of the first grade or better a test such as the Individual Reading Skills Survey should be administered. This will reveal the student's readability level and indicate specific difficulties which the student is encountering. It is on the basis of these difficulties and other special problems that instructional methods and materials should be selected. Since it includes tests of auditory discrimination and other skills, reading difficulties are pinpointed. In addition to such tests as the Informal Reading Skills Inventory, a silent reading test appropriate for adults should be used. The ABES, the ABLE, and the TABE are examples of silent reading tests devised for literacy education. After gathering the information from the two types of tests, the teacher will then make the decision as to the proper levels and kinds of materials to use with the students. As the student works in the selected materials further diagnostic information will be accumulated.

SPELLING DIAGNOSIS

A good spelling test is of great diagnostic value. It will reveal the level of the student's spelling ability, indicate specific difficulties that he may have, and offer clues to orientation, perception, and decoding problems in reading. Among the standardized spelling tests appropriate for adults are the ABES, ABLE, and TABE. These tests will indicate spelling grade level, but they are not strong diagnostic instruments and should be supplemented by an informal spelling inventory. After the teacher has gained facility in using the informal spelling inventory, he should devise his own spelling inventory and continue to modify it as he gains more insight into the type of encoding (spelling) problems encountered by his students.

ARITHMETIC DIAGNOSIS

The same achievement tests suggested for spelling (ABLE and TABE) may be used as a check on arithmetic level. But these in themselves are not sufficient for diagnostic purposes. Eventually each teacher should build his own informal arithmetic inventory. However, since this demands much insight into the special problems of the literacy education student, it is recommended that the informal arithmetic inventory mentioned above be used and modified until a personal informal arithmetic inventory can be devised.

OTHER SKILLS DIAGNOSIS

Listening, writing, and study skills are all included in the diagnostic approach. Instruments for aiding the teacher appraise these skills are available. These instruments should be modified as the teacher sees fit, and how formally and completely he uses them should depend upon the particular student's problems. Often he may want to use just part of an instrument and want to use it in a way that the student is not aware that he is being tested. In some cases the informal tests may be used as part of the instruction.

THE AIM OF DIAGNOSIS IS PRESCRIPTION

Since most of the skills instruction is carried out through such educational technology as textbooks, workbooks, programmed instruction, audio-visual programs, and teaching kits, one objective of diagnosis is to find the appropriate materials for teaching a particular student. In reading, for example, programmed reading for adults works quite well with some adults, but is rejected by others. The same holds true for most materials. Further, even within a type of material the approach differs with some liking one type of workbook approach while others reject it. The ultimate aim of diagnosis is to fit students and materials, and since under good instruction the student keeps changing, the prescription that fits him one day, may not fit him the next day. On the basis of informal and formal testing the teacher will write brief prescriptions listing the names of the materials to be used by the student and the pages, cards, etc. to be covered. A prescription in reading might be: Reading Development Kit A, Booklets Health 201, Law 202, and Work 205. Reader's Digest Adult Series, Send for Red, article 1, Programmed Reading for Adults, Book

4 pp. 9-14. The next day's prescription might be to continue in the same materials, it might add some new materials, or it might delete some materials.

While the aim of the diagnosis is prescription in terms of instructional materials this does not mean that the instructional materials are to be used solely for teaching the basic skills. As much as possible, the materials chosen should be selected to correct attitudes, develop interests, teach concepts and provide useful information.

HOW MUCH DIAGNOSIS?

Think of diagnosis as being an on-going function of teaching. Do not wait until you have a complete diagnosis on a student before beginning his instructional program. Remember that the most important phase is actual try-outs in the material to see if it really fits the student. One student whose skills instruction begins with just an informal reading inventory may by the end of the first week have been given inventories in all of the basic skills, an interest and attitude inventory, a vision and hearing check, and a study skills inventory. Another student may just have been given placement tests in the basic skills. The difference may be due to the needs of the student, the attitude of the student, or the organizational problems of the teacher.

No tests or inventories should be given unless the teacher has some ideas or some plan as to how he will use the results. Diagnosis should not interfere with the instructional program. Diagnosis that will not make a contribution should be omitted. The objective of inventorying and testing is not to make a case history but to help the teacher prescribe instruction.

THE DEVELOPMENT OF SELF-CONCEPT THROUGH PRE-VOCATIONAL TRAINING

Group I

The development of self-concept is a continuing process throughout life. Every individual with whom we interact contributes something to our self image. We tend to view ourselves as others do and to value ourselves as others do. Self-concept is a total appraisal of one's appearance, background and origins, abilities, and resources, attitudes and feelings which culminate as a dynamic force in directing behavior.

The organization of perceptions is of vital importance as a determinant of behavior. Experiences may be denied, distorted or modified. The learner is at the center of experience, but he does not symbolize and organize every experience in a beneficial way. If he feels they are inconsistent with his self structure, he may deny them. If he feels there is no direct relationship to his self-concept, he may distort the experiences. In other words, it is the individual's self-concept which determines the kind and quality of experiences perceived, and the kind and quality of personality he develops.

The basic condition for effective learning is a self that is so constituted and so self-understood that even changes or a re-organization of self can be faced with equanimity--without fear or flight. Many people have noted, with concern, the tendency for modern man to become "outer-directed," to conform, to lose his autonomy. The purpose of adult education is to make of every individual a continuing, "inner—directed," self-operating learner.

We are concerned here with the building of a better concept for those who belong to the "battered-ego" syndrome group. We are analyzing the individual who needs help, how he became that way and what needs to be done to improve his status. Since we are dealing with adult learners, we shall have to deal with un-learning, and re-learning which is much more difficult than original learning.

We shall be examining particularly those pre-vocational skills of reading, communications--oral and written--and arithmetic. There is a need to extend the individual's pre-vocational needs to include citizenship, health-habits, consumer education, safety, and the development of his cultural environment.

We believe that one's self-esteem may be enhanced and his degree of inadequacy reduced by his attaining some of the fundamental or basic needs of literacy and employability.

Because disadvantaged adults have rarely been successful in life, they feel inadequate, unable to learn, and have low expectations of existence. Their life history of failure to achieve the American values of success, efficiency, practicality, dignity of work, equality and freedom are always present. Unlike persons of the middle and high class society, most disadvantaged individuals feel as if they are nothing to anyone, not even themselves. In order to understand the individual that we are to develop, the individual in need of a good self-concept, we must first understand how this individual sees himself; above, however, we must understand the conditions under which this individual developed into what he thinks he is. For the purposes of this paper, we are attacking the sociological, environmental, political and economical worlds and exploring their influence upon individuals.

"The individual becomes what he is as a result of the infinitely complex interaction of heredity and environment, with neither assuming greater developmental significance."[1] At birth, each individual is inherently endowed with a potential of physical, social, emotional and intellectual development, but the quantity and quality of potential is unknown. Within this frame work, potential develops in accordance with environmental opportunity.

Adults within a community of low educational attainment have great difficulty in meeting the social cultural needs of modern society. They have limited adaptability to changing their requirements for participation. As he interacts with members of the society, he discovers a role with which he is comfortable or uncomfortable.

Lower income adults in a society are confronted with more difficult life situations peculiar to their societal structure; these situations include more crowded living conditions, higher rate of unemployment and more dependence upon public assistance. They are, in mild terms, very insecure. Throughout life, these individuals experience a very narrow range of situations and demands. They seldom participate in any activity which take them from their daily duties. They seldom take the role of leader, nor fill any position calling for specialized functioning. As ABE teachers, we must be able to provide them with the kind of education which makes possible their necessary adjustments in society. We should stress the value and virtue of high attainment.

In working with an ABE participant, one must be cognizant of his previous economic background experiences and values. The student's culture has influenced his education, rearing, values and desires. "It has been shown that one's level of income is directly correlated with his level of education--the less educated having the less income."[2]

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[1] George Aker, Proceedings, Institute for Teachers and Administrators of Adult Basic Education, Florida State University, Department of Adult and Continuing Education, 1965, pp 81.

"In America, research shows us that economic deprivation is associated with some family types and the internal functioning of the two-parent nuclear family."[3] Unfortunately, poor people live in the same areas and behavior is translated into values. This can be seen in courtship, marriage, marital values, child-rearing, and female dominance and responsibility. It is through these factors that self-concept is conceived and grows into maturity. Not all of these "images" are negative, but for the most part, they are on a very low aspiration level.

Our participants can be catagorized into four groups of the economically poor in our society: (1) The "unstable" group represents what we know as the hard-core family. They have economic insecurity and family instability. Because of the cycle of poverty over many generations, we find this the most difficult group to aid. They are in a position where it is not only impossible to develop economic skills, but also impossible to relate to others in a manner which provides family stability. (2) Our second group is known as "copers" and have economic insecurity and family stability. These people show family relationships but lack ability to gain skills for economic security and have few skills. Equitable employment is a major difficulty and quite frequently these persons are occupationally functional at a borderline level. They have an educational deficiency and find it hard to learn skills and maintain or improve them. Economic assistance is necessary over extended periods of time during training and retraining. (3) The "strained" type, our third group, has economic patterns, but unstable families. Occupational skills and satisfaction are relatively high, but inadequate family relationships frequently cause absenteeism, and occasional erratic job performance. We find high rates of delinquency and family delinquency and family disorganization. Social service and assistance in communication and living are necessary, but little or no economic aid is necessary to help these people overcome familial instability. (4) Our last group is classified by having economic security and family stability. They are considered to be the easiest students to work with and have little need for welfare assistance. Values and aspirations for middle class success are present and this stimulates their children to upward mobility. In this situation, economic security means that there is an occupation which permits the necessities of life with very few luxuries.

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[2] Lola M. Ireland, Low Income Life Styles, U. S. Dept. of Health, Education and Welfare, 1967, pp 15.

[3] Frontiers in Adult Basic Education, Office of Continuing Education, Florida State University, 1966, pp 22-23.

The lack of stable income is a serious problem for people in poverty, but it is not the contributing factor. Financial assistance under many impoverished conditions is a necessity, but, by itself, it cannot break the inter-generational cycle of poverty. Many institutions have been set up to aid and assist the poor today. Prior to the 1930's, poverty was a private affair. Most organized help came from private non-profit social welfare agencies. Only recently, has our government intervened massively at the federal, state and local levels.

Previously, while looking into the area of aid and pre-vocational education, many people felt that the problems of low income situations could not be answered strictly by financial aid. No solutions were found. Negative views were heard constantly, but more and more the need became one of political prominence. Political candidates began to see the needs of disadvantaged people and used this as a main point in their platforms. It took quite a bit of explanation and influence to make people realize what a problem the socially and culturally deprived people were presenting to society.

Money, of course, was needed; yet, this was not the complete answer. After all, it was known and is still evident that different consequences to the level of one's real income depends largely upon the circumstances in which they are earned. The manner in which money is earned and the social situation of the earner interact to determine the potential social economic power of the earner. Increasing the income in poverty situations only increases their disbursement of money, not their buying power.

Welfare agencies have a long history of financial support to low income groups. These families welcome this assistance, but many spend this money haphazardly on alcohol, drugs, knick-knack foods and they are often victimized by exploiters in consumer buying and by housing personnel from whom they rent. Families increase rapidly because more children often mean more money from the service. These people, in the main, live for today, have little thought for tomorrow, and take many short cuts which inevitably end in tragedy.

During the early 1900's, a few courses in vocational education were offered through privately endowed trade schools. Some public schools offered this training, and more and more, the demand for vocational education was needed at the public's expense. Such organizations as the American Federations of Labor, The National Association of Manufacturers and the Douglas Committee have contributed to the elevation of unskilled or semi-skilled labor. At the legislative level, we find action through the Pollar Bill, The Smith Hughes Act, The George Reed Act and the George-Barden Act. These federal and state acts appropriated funds to enable people to be trained in agriculture, mechanics and vocational jobs. These were not directed to the poor as is evidenced in our society today. Some illiterate persons never knew exactly what these acts offered because of little or no mass media communication. Thus, day to day labor, odd jobs, and hand-outs were still a major source of income. Besides, few if any people could stop work and go to school because of financial obligations.

The deprived have limited alternatives in employment. They are restricted to the low unskilled and semi-skilled occupational choices. It has been proven that a direct relationship exists between an adult's educational level of attainment, his occupation, and consequently, his earnings. Unemployment in the United States continues at a disturbing high of 3.8%; these are men and women "blocked from employment by barriers rooted in poverty--lack of health, lack of education, lack of training and lack of motivation."[4]

We must help make these disadvantaged individuals first of all to become employable through skills related to the world of work and to develop the employable characteristics of a successful employee. People in America are rapidly realizing that there are millions of men and women in our country whose knowledge is so meager that they are badly handicapped as workers, heads of families and as citizens. In 1962, it was dramatically outlined that our technology is outpacing our human skills on the one hand our social attitudes on the other. Too many people are entering the labor market without sufficient training to land jobs. In the 1968 "Manpower Report" of the President, it was related that 2,975,000 persons, sixteen years of age and older were unemployed.

Only after discovering "why" an individual is what he is can we attack the issue and find the cure. The answer indeed lies in the re-education of the adult. We must look to the root of the word "education," which literally means to lead-forth or to bring out something which is potentially present. In order to be a sensitive, outgoing, contributing individual, a person must first have a healthy image of himself. If this image is not developed in childhood by the normal process of exposure to loving parents, teachers who praise and peers who encourage, it is then left up to the educators in adult education to instill in each student the idea of self worth, self importance and a sense of the self as an indispensible individual.

There are many approaches to this problem in pre-vocational education. We must attack it from a purely practical point of view. We must organize the entire program from basic reading to the higher maths, to give each individual the opportunity to develop the all important sense of "I AM." Social identification is an essential value in this changing society. "It is our belief that the full development of the individual into a purposeful, self-respecting, self-controlled responsible person, free to grow to the limit of his capacity is the most important value."[5] The essential values are stated as those relating to the importance of the person: loyalty to man because he is a man, intelligence, wisdom, a sense of justice and freedom and appreciation for the dignity of work.

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[4] Manpower Development and Training Program, Educationally Deficient Adults: Their Educational and Training Needs, U. S. Printing Office, Washington, 1965.

Our changing society is increasingly becoming dominated by technology, science, increased knowledge and their control. Therefore, it is quite necessary that ABE participants are taught a social philosophy. We must educate a new type of man who will be mentally, emotionally and socially capable of living in the new age, able to fill a cultural and ethical way of life. We will also strive to develop a sense of wholesomeness, the ability to see life steadily and whole, to grow in outlooks and insights, attitudes and appreciations and means of control both personal and social.

Some social mis-understandings of individuals, which cause dismissals from jobs and the inability to secure jobs are insubordination, general un-reliability, absenteeism, laziness, trouble-making, drinking, violation of rules, carelessness, fighting, misconduct, dishonesty, loafing or sleeping, and dissatisfaction. The objective of the ABE class and/or teacher is to help students to develop attitudes toward acquiring such qualities as good manners, reliability, regular attendance, energy, friendliness, temperance, alertness, interest, and all the many other qualities needed for adjustment to life.

We realize that all students who enter class do not have inner drive for nor the desire for success, social approval, or mastery of skills. We also know that interest in finer qualities of culture and experiences vary in intensity with individuals. Therefore, methods of securing interest must vary as much as the abilities of the individuals. The problem cannot be overcome by attempting to secure the interest of a group, but rather by attempting to secure the interest of each individual. Individual instruction must be the objective of the instructor. Materials should be selected with respect to the students' past experiences and abilities so that some degree of success will come in helping him meet new experiences.

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[5] Walter L. Stone, "Accent on Social Philosophy," Adult Leadership, Educational Press Association of America, June 1968, pp 89.

An important consideration of the adult occupational and technical training problem is the recruitment and encouragement of poorly motivated adults to enter and complete training as a prerequisite to productive employment. Because of poor motivation and a weak self-concept it is of primary importance that the ABE programs help the students explore their own needs, values, attitudes and prejudices and encourage them to investigate the work world and internalize occupational information relevant to his needs.

The ABE program is designed with a general educational core consisting of the language arts, number skills, occupational information and human relations. General education offered by ABE personnel who are sensitive to the needs and aspirations of the ABE student might well constitute the catalyst needed to start men and women to a life-long road of self improvement. This catalystic influence may well promote the student to see himself, to become interested in himself. Once he has been motivated, once he cares about himself and sees his own potential then employability training will be welcomed by him. He will indeed want job oriented social training such as neatness, regularity, ordinary courtesy, sanitary habits and other aspects considered a part of the job environment. This will help the student communicate and compete in modern society as a responsible citizen; programs such as our ABE classes will bridge the gap between their present lives and their potential vocational and social competency.

We cannot overlook the importance of the physical and mental health of our participants; poor health, disease and the rising accident rates are major problems in the United States. Adult Basic Education shares the responsibility in alleviat- these problems and plays a most important role. A close working relationship should be developed between the public health services and the basic education programs. Every possibility should be explored for helping ABE students to improve their health habits. The ABE student should be shown repeatedly how health and safety are affected by the choices a person makes and the habits he forms.

It is highly possible that the traditional isolation of vocational and technical education is one of the major causes of the refusal of persons from culturally deprived groups to pursue training in a specialized field. Therefore, it is most important that individualized instruction is given to explore the students' evaluation of, reaction to, or solution to a problem. Students are led to form opinions and attitudes through exploration of motives.

In order to assist students in developing attitudes of harmony with the demands of vocational and technical jobs, ABE personnel must present the students with:

1. A broad general survey of occupations in order to broaden outlook on vocational life.

2. Qualities of character and mental attitudes essential for success in the work-a-day world. It is important to teach the student to strive for conscious development of those qualities of character and modes of conduct that make for adjustment in the world.

3. A sound basis for intelligent vocational choice and assistance in the formulation of their plans.

4. An accurate unbiased source of information about occupations and training in the proper methods of investigations.

5. A desire to serve and fill a helpful place in the world of work, thus developing his respect for and appreciation of all socially useful work.

6. A study of occupations of importance in his local community.

We have attempted in this paper to do three things: First, we have, hopefully, exposed the reader to the idea of "self-concept;" we have made evident the fact that there is little difference, "between learning and labor, between making a life and making a living."[6] Secondly, we have outlined the environmental, political and social factors that make a man what he is and determines his functioning role in society. Thirdly, we have superficially outlined the duties of an ABE teacher and an ABE administrator in helping each student develop a positive self-concept. We have set forth the idea that the re-education of an adult must touch upon the basic need of each of us to identify with society in a contributory sense; a feeling of self worth must grow with the accomplishment of any skill.

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[6] Arthur B. Mays, Principles and Practices of Vocational Education, McGraw-Hill Book Co., New York, 1948, pp 91.

A MODEL ADULT BASIC EDUCATION CLASSROOM USING INDIVIDUALIZED INSTRUCTION

Group II

Introduction

Basic education involves four major factors: the teacher, the pupil, the instructional materials, and the techniques or the methods of teaching.

The primary objective of every educator concerned with basic education is educating the undereducated. For the purposes of this study, we will submit the following definition of education. Education, in the final analysis, is motivating and stimulating individual students so that they will have a desire to learn. Education will change the behavioral pattern of growing persons.

It is the teacher into whose hands we entrust the awesome responsibility of inspiring, leading, guiding, directing, counseling, and helping the student to learn. Not only does the teacher share and impart empirical knowledge to the student, the teacher must activate the latent talent, experiences, and secret goals for self actualization by the student. A teacher must be sensitive to the needs of the individual, the community, the nation, and the world. What, when, why, and how a student will "become" depends upon a highly trained master teacher.

The adult student is a distinct individual often in search of identity of himself and desirous of identifying with the main stream of society. He is capable of learning and wants to learn. His personality often reflects the psychological, sociological, and philosophical needs of the individual. Often insecure, reticent, lacking in motivation, but physically aggresive, alienated, rejected, exploited, and deprived, the ABE student recognizes and realizes his inadequacies. Perhaps he knows that his last best hope for minimal success in life is Adult Basic Education. Since every person has unique needs and interests, it is logical to conclude that individualized instruction will help the ABE student to achieve the maximum self-realization consistent with the welfare of the group. Fortunately, in this modern day of technology, we can employ techniques of instruction to humanize and individualize learning to a degree never before achieved in the history of our world. Through the use of proper grouping, programmed instruction, audio-visual and other hardware material, and the enormous amount of software instructional material available today individualized instruction is no longer a dream. It can become a reality. The purpose of this study is to explore the possibilities of individualizing instruction in a model ABE class.

Organizing the Class

Now that we have the students that are motivated enough to attend the first organized class meeting, we as teachers must find the instructional levels of the students as quickly as possible.

Organization within a model ABE class for individual instruction must be geared or related to the student's individual needs. The curriculum content must be meaningful in that it is related to the deep and significant interests, needs, and goals of the learner.

An Interest Inventory as a determinate in organizing a class may be used to meet these individual needs and can be obtained in two primary ways:

The Written Inventory can be obtained from a typed form listing possible reasons or needs that the individual may point out as reasons for entering school. The form should contain space for the participant to indicate any specific need not mentioned in the inventory.

An Oral Inventory obtained under the right conditions is a way of gaining information relative to organizing the class. Individual or group discussion can give the teacher a good idea of the student's needs. Be sure to give the student ample time to list his reasons for returning to school. Some reasons for returning to school are listed below:

1. To be able to fill out an application form and get a better job.
2. To gain and keep the respect of one's children and family.
3. To be able to read the paper that one signs.
4. To gain a higher standing in the community.
5. To be able to vote intelligently.
6. To be able to read newspapers, magazines and stories.
7. To be able to help one's children in more ways.
8. To be able to write a letter.
9. To be able to read street signs and road maps.

10. To be a better self-respected citizen in the community.[1]

Grouping is very essential in organizing an ABE class for individualized instruction. While the needs of the students can all be closely related, there is usually a difference in the rate of comprehension and the ability to move at a more rapid pace. Teachers will agree that it is better to allow all the students to remain together until everyone has a sense of belonging to the group. In a short time the slower students will see the need to divide into smaller groups so that they may successfully work at their own rate of speed.

The following are five ways to group students in a class for instruction:

1. Self Placement. Many students know the last grade attended in school and will select this grade to continue their studies. Other students will select a particular class because of friendship with other individuals.

2. Teacher Placement. Teachers may group the entire class in small numbers for individualized instruction. When grouping, consideration should be given to standardized test results that test I.Q. and grade placement.

3. Pedagogical Grouping. This grouping is the result of having an accumulative permanent record folder on each student when he enters class. This information in his folder is related to his progress in the school as well as his aptitudes and attitudes.

4. Counseling. Many adults may be counseled prior to attending adult classes and may already have many goals clearly in mind. The counselor may, by tests and personal interview, have a very definite level for grouping each student.

5. Informal Reading Inventory. An informal reading inventory can be given to any adult student very quickly to determine his reading level and frustration level. This inventory can be given orally or silently. When ten percent of the running words in a numbered graded paragraph are missed, the student is reading on his frustration level. The informal reading inventory will give the teacher an insight as to where the student is reading and can be used effectively for early student placement.

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[1] Mary C. Wallace, Literacy Instructor's Handbook, Follett Publishing Co., Chicago, 1965.

The best results in grouping will be obtained by using all the available information.

Organizing the Curriculum

"The first responsibility of curriculum builders and teachers of the basic education program is to select subject matter which is important for adults to learn and which can be taught in the available time. To accomplish this, inquiries should be made of adult students to determine what they would like to learn or which needs they can be lead to recognize."[2]

The curriculum as it is planned by teacher and pupil seeks to take into account the interests, motives, and individual differences of all the adults. It seeks to promote good mental health, emphasize democratic procedures, develop individual and group abilities, meet the real need and interest of the adults and broaden the contacts of the adults with the world around them.[3]

To meet the needs of the uneducated adult the basic adult educational program must break away from the traditional subject matter curriculum established in the elementary schools, high schools and universities. Organized programs should be specifically directed at the needs and interests of the adult. Because of such varied differences of each adult, it is necessary for the program to be flexible. To provide flexibility teacher-pupil planning must be activated.

Teacher-pupil planning gives the teacher the advantage of formulating plans to meet the adult's needs and interests through the following objectives:

I. General objectives

    A. To gain greater competence as parents, workers, members of civic groups, and citizens.

    B. To acquire a richer and more general cultural education.

    C. To improve occupational efficiency through vocational training.

    D. To get instruction in non-vocational interests for a more interesting use of leisure time.

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[2] Frontiers in Adult Basic Education, Southeastern Region IV Institute for Teacher-Trainers in Adult Basic Education, Tallahassee, Florida, 1966, p. 68.

[3] Edgar J. Boone and Emily H. Quinn, Curriculum Development in Adult Basic Education, Follett Pub. Co., Chicago, 1967, p. 226.

E. To learn English as a second language.

F. To master the skills of communication through literacy education.

G. To remedy deficiencies in education that might result from previous training.

H. To develop attitudes and habits of acceptable behavior for better living skills and occupational pursuits.

II. Skill objectives

Teacher-pupil planning indicates the skills needed to develop the learning experiences of the adult. In addition, the teacher must guide the activities of the adult far beyond the objectives which the adult may set for himself.

These five skill objectives are not the only ones, but they seek to implement the general objectives.

A. Reading
B. Mathematics
C. Language Arts
D. Social Studies
E. General Science

III. Behavioral Objectives

To learn is to have behavioral change. "These changes may involve increased knowledge and understanding, changed attitudes, and the acquisition of intellectual or action-oriented skills. The statement of the objective describes what the learner is to be like -- the pattern of behavior (performance); he should be able to demonstrate within the specific content area when he has successfully completed a learning experience."[4]

A. Cognitive

1. Awareness (I am aware that . . .)
2. Understanding (I understand . . .)
3. Application (By doing that of which I am aware...)

B. Affective

1. Value (I like or dislike. . .)

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[4] Malcolm Knowles, Handbook of Adult Education in the United States, Adult Education Association of the United States of America, Washington, D. C., 1960, p. 5.

2. Attitudes (I feel . . .)
3. Interest (I am concerned. . .)

C. Psychomotor

1. Skill (I can or cannot . . .)

Implementation of Goals

What are the conditions which facilitate adult learning? Do different educational objectives require different methods? From explorations of many educators in ABE have come convincing evidence that the adult learner differs from the child learner in many respects. All of this has important implications for ABE methodology.

The program planner wants to create an effective learning experience for adults. This is the current thinking and practices in the field of adult education methodology. "To accomplish his purpose, he has available as his ingredients the learner, the teacher, time, facilities, and materials."[5]

When the Teacher realizes that there is no one answer to the problem of adult education methods and techniques, he becomes concerned with the quality of the ideas, the effectiveness of the communication and the active participation of the learning groups. There are many ever expanding methods of individualized instruction on unity and integrity to help the learner bring ideas into focus. "In the effort to translate new knowledge and better theory into improved practice the following methods are commonly used to implement the objectives."[6]

Audio-visual materials and other instructional aids are used in basic adult education to help communicate information and ideas, to stimulate desirable attitudes and applications, to convert potential skills into real ones. To do this, they must be educationally and technically sound, sufficiently vivid to interest adults and intimately related in content to the life of the community.

Teaching ABE classes demands the use of a wide variety of instructional materials, including such a traditional classroom item as the chalk board. A good textbook is next in value to the chalk board. It represents one of the best teaching aids. The bulletin board is another teaching aid that can be particularly effective in ABE programs. Flashcards prepared by the teacher provide learning excercises to visualize individual instruction in reading, arithmetic, and handwriting. Reading flashcards may be used to provide familiarity with new words either before they appear in the text or else as they are introduced. A flashcard may carry on one side a word taken from the text and a picture to illustrate it, and on the reverse side the word without the picture. By associating the new word with the picture the adult participant can recognize the word quickly. Flashcards can be constructed from tagborad, cardboard, or similar materials.

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[5] NAPSAE, When you are Teaching Adults, Washington, D.C,, 1965, p. 83.

[6] Knowles, Handbook of Adult Education in the United States, op. cit., p. 83.

Reading charts, based on the adult participant's experiences, make valuable beginning themes in oral and written communication, and may provide a variety of reading necessary for progress in reading comprehension. Such charts, prepared by the teacher and utilizing the vocabulary and speech pattern of the individual, can be effective means of group instruction. They should be developed in the presence of the class and with class participation. Some of the more commonly used forms of written communication that make for effective charts are the informal note, friendly letter, business letter, bank deposit slips, application blanks, addressed envelopes, telegrams, and postal money orders.

Flip charts and posters are useful to visualize social, civic, and economic lessons, such as local, state, and national government. These are more easily handled when displayed on an easel in front of the room. Always keep these charts for future use. Maps and pictures should be used to enrich specific lessons, but they should never remain on display beyond their usefulness.

The real objects, or realia, are the most effecitve in teaching adults, who are not interested in make-believe as children are. For example, in teaching arithmetic, though the undereducated adult may not be able to write numerals or money symbols, he usually has practical knowledge about counting and handling money. To teach them more effectively and rapidly the teacher should use real money if possible.

Educational Development Laboratories and the American Book Company are developing a program for basic adult education. The heart of the program is a communication skills program which provides sequential, integrated instruction in reading, writing, speaking, listening, observing and thinking skills which underlie these acts. Most of the techniques are self-instructional and provide for immediate feedback.

Some hardware items that are important teaching aids in programs of adult instruction are: overhead projectors along with transparencies, tape recorders, filmstrip projector, video-tape recorders, xerox copiers, record players, and television.

Methods

The following methods may be used in the implementation of our goals in ABE:

1. Brainstorming
2. Buzz sessions
3. Case study
4. Colloquy
5. Committee
6. Demonstrations
7. Discussion group
8. Field trip or tour
9. Forum
10. Lecture or speech
11. Listening team
12. Panel
13. Role playing
14. Skit
15. Drill
16. Programmed instruction
17. Recitals
18. Pageants

Evaluation

A program without evaluation has no way of determining the outcome of plans and objectives established by teacher-pupil planning.

To be effective the ABE Program must be evaluated. Actually, evaluation begins in the formative stages of a curriculum , and extends throughout its development and implementation, therefore it is important to check carefully whether the plans for learning experiences actually function to guide the ABE instructor in producing the outcomes desired. For all these reasons, continual evaluation is imperative throughout the curriculum development process, with primary focus on the degree to which the objectives of the ABE curriculum are being attained.

There are essentially three aspects of evaluation with respect to ABE objectives:

1. Evaluation must appraise the behavior of the student, since the goal of the ABE curriculum is to change his behavior.

2. Evaluation must be made at initial and succeeding stages to identify changes. A program cannot be evaluated by assessing the student only at the end of the program. Without knowing where he was, at the beginning, it is impossible to determine the scope or degree of change in his behavior.

3. Appraisals made during or at the end of a program are not a sufficient basis for an educational evaluation because some of the desired objectives may be attained only temporarily. Responses can be learned, then rapidly forgotten. To have some estimate of the permanence of the learning requires another point of

> evaluation sometime after the instruction has been completed.[7]

The only way you can honestly evaluate a program is to know what it is that you were trying to do and assess the extent to which you have achieved this end. Evaluation should always be on the basis of what our original intent was. Thus effective evaluation begins at the beginning of the planning process when educational ends are identified.[8]

According to Jennie-Clyde Hollis, "Testing and evaluation are important parts of a teacher's art. Basically, teaching is concerned with changing behavior -- helping people to do, think, feel and say things differently and more skillfully than before. It is important for a teacher to judge his success in teaching these things so that successful practices can be maintained and unsuccessful practices can be changed. This is all that is meant by evaluation -- judging the successfulness of teaching by determining whether or not students have learned."[9]

Teacher-made tests can effectively supplement commercial material. It is important to remember that instructions should be very clear and appropriate in regard to instructional class level.

Students should be tested periodically with standardized tests. The best selection should be made with specific course and curricular objectives in mind. "... adults should be tested individually instead of in mass. Non-verbal signs are extremely important. By carefully watching the adult student for lip movements, signs of nervousness, resignation, etc., the person administering the test may learn more about the adult than he does from the results of the test."[10]

In the final evaluation of the program, we deem it necessary and pertinent that the ABE student should participate. This can be effectively carried out by observing the following:

1. How well and effectively have you learned?
2. What have you learned?
3. Have your needs and interests been met?
4. Which method I used was most appealing to you? Which was not?
5. If your needs and interests have not been met, what can I do as a teacher to improve your needs and interests?

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[7] Boone, Curriculum Development in Adult Basic Education, op. cit., p. 30.

[8] Handbook of Contemporary Educational Concepts for Reaching and Enriching Adult Migrant and Seasonal Farm Workers, Bulletin, 1968.

[9] Jennie-Clyde Hollis, Curriculum Guide to Adult Basic Education, 1966, p. 167.

[10] Adult Basic Education, The National Association for Public School Adult Education, Washington, D.C., 1966.

FAMILY LIFE, PARENT-CHILD RELATIONSHIPS, AND CONSUMER EDUCATION IN ABE

Group III

The primary objective of this study is to research materials of recognized authorities in adult education, and to pool knowledge gained, individually, through actual teaching and observing ABE students in order to reach a group decision concerning the effect of ABE on family life, parent-child relationships, and consumer buying.

In contrast to the many sponsoring organizations that engage in adult education and have another primary purpose, the ABE program is specifically designed for and has as its sole purpose the education of the illiterate and semi-illiterate adult.

The Family

Nations are only as great as the communities within them. Communities are only as fine as the families of which they are composed. Families are only as good as their individual members. The American culture has patterned the normal family as a one-husband-one-wife relationship with their children, but there are many variants. Adult Basic Education program planning takes into account these variations. The family is the nucleus of society for from it comes the organization and establishment of all societal groups. Depending upon the size of the family, one learns and acquires most of the skills necessary for basic living. Because of lack of opportunity, or motivation, or deprived conditions beyond one's control, many persons lack the basic skills of societal living. Helping persons to overcome these deficiencies is to help them reveal their strengths instead of their weaknesses.

It is essential that the ABE program be concerned and direct its focus toward meeting the challenge of those who can enrich their lives and thus no longer remain alienated from the main stream of society. The disadvantaged are those who have less education than what would make them effectively perform as parents and citizens.

As we help the individual adult, we also help his family. When he learns to communicate, do computations, acquire other skills and perform on an acceptable social standard, it increases his esteem in the eyes of his family. Being able to communicate with one's family is of itself a kind of education that every adult needs.

Horace Mann is credited with the statement, "Education, if it is to mean anything, must teach us to live." A major goal is to strengthen the individual, the family, and the community through experiences that tend to make the individual and each group to which he belongs, a functioning part of the American heritage that "all men are created equal." An adult who lacks the basic skills of communication and computation in a society like ours is generally found to be lacking in other skills of functional living. Therefore, the immediate task of ABE is to help the uneducated attain sufficient skill in speaking, listening, reading, writing, and arithmetic in order to be trained or retrained for a profitable occupation—one that pays enough for him and his family to live above poverty. It is designed to help persons with their immediate problems. It attempts to do what the elementary and secondary schools failed to do, that is, to provide a sound foundation on which to build vocations and careers.

ABE promotes family unity in that it aids the husband in securing employment that will provide adequately for his family's needs. Broom and Selzneck state that when a man fails to adequately provide for his family, he loses status.

In the traditional patriarchal view of the family, the husband is expected to support his wife, and she, in turn, is expected to honor him. A degree of subordination to the authority of a husband is based upon his supporting his wife. Unemployment or underemployment tends to undermine this authority.

It seems a rare coincidence to find an economically successful person who is also completely lacking in the fundamental skills of communication, computation, and basic living.

Broom and Selzneck state that not only is the husband's prestige enhanced in his family by economic success, but in society as a whole. The underlying goals behind the idea of ABE is to improve one's economic status.

Rapid change in the world around us is bringing with it some deeply disturbing changes in family living. Disruptions are: uncertain employment, greater mobility of people, changes in male and female role patterns, accelerated maturity of the young, the shift from rural to the urban way of life without adequate community services, training or planning, human misery and injustice.[1] These concerns are reflected in family situations and profoundly affect behavior. In many cases, more education is the solution to problems caused by change, and ABE is the helping agent.

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[1] Adult Basic Education for Personal and Family Development. Silver Springs, Maryland: National University Extension Association, 1968, pp. 71-88.

One of the continuing problems in our society is the low socio-economic family grouping of a mother and her children. Families headed by women are especially likely to have an income below the poverty line. About ten percent of the children living in the United States are living with only one parent, usually the mother. The mother in these one-parent families generally has little education and only marginal employment skills. She has great difficulty in finding jobs and, of course, is faced with critical problems of child care if she should go to work.

In some urban centers federally sponsored day-care centers have been set up to take care of pre-school age children. But in most areas there are none, and the mother's employment opportunities are limited, or the children must be left unattended. Manpower or retraining programs up to now have offered little to the woman with little or no formal education. Rehabilitation programs have seldom provided for child care while the mother is being trained.

In a rural southern community approximately thirty-five per cent of the families are one-parent families, with the mother as the head of the household.[2] Children number from two to nine, with an age range of six months to sixteen years of age. The mother may work as a domestic, earning $15 to $18 per week, receiving a small welfare check and food stamps as a supplement. Since this is a one-parent family, the smaller children are cared for by an older brother or sister while the mother is on the job. As a result, this often brings about neglect and undesirable family relationships.

The ABE program is recruiting such people with the hope of training them for better employment, and with the intent to educate the whole person. These kinds of families have never known anything but deprivation. There is little money to beautify the home, to buy books, or to expand one's horizons beyond the neighborhood. The know-how, the skill and education are also lacking which would make it possible for such parents to help their children realize their potential to become healthy productive adults. The ABE class offers the parents a new opportunity.

Dr. George Aker of Florida State University headed an evaluation study of migrant farm workers in a southern rural community recently. Among the areas researched were Family and Community Living Concepts. This evaluation could be used to measure behavior changes in the one-parent classes. Items evaluated were:

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[2] L. Shoemaker, Parent and Family Life Education. Washington, D.C. U.S. Government Printing Office, 1965, (U.S. Department of Health, Education and Welfare, Children's Bureau), Chapter I.

1. Improved social skills and personal appearance.
2. Learning how to budget income for home and family living.
3. Improved understanding of health problems and safety in the home.
4. Acquired skill in selection, alteration, care and repair of clothing.
5. Learned concepts and skills needed to plan wholesome meals.
6. Became familiar with family planning.
7. Developed understanding of need for satisfactory parent-child relationships in the family.[3]

Information on mother-child families as a group shows how few of the benefits of our existing social programs are likely to trickle down to them. Since most of the mothers in these families are separated, divorced, or have never married the father of their children, social security benefits to their children of retired, deceased or disabled workers are not available.

> If it be true that the children of the poor today are themselves destined to be the impoverished parents of tomorrow, then some social intervention is needed to break the cycle, to interrupt the circuits of hunger and hopelessness that link generation to generation. For the common benefit of all, we must assure the security and well-being of all our children at the same time the nation's most precious and most perishable resource.[4]

A current conception of a major objective in ABE is to assist adults to understand themselves and others so that they can function adequately as family members in today's world. Students need help to achieve the ability to analyze the meaning of family responsibility (a secure home, mutual respect, standards of behavior for growing children, education for children, and further education for adults).

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[3] Leonard Broom and Philip Selznick, Sociology. New York: Harper and Row, Publishers, p. 362.

[4] Frank Lanning and Many Wesley, Basic Education for the Disadvantaged Adult. Boston: Houghton, Mifflin Company, 1966, pp. 160-168.

A handbook published by the Florida State Department of Education lists teaching objectives for culturally deprived adults as follows:

1. To develop an understanding of the needs of individual family members.

2. To develop the ability to plan with family for cooperation.

3. To develop the ability to assist family members with practices which contribute to improved relationships.[5]

All of the methods of teaching used in any other kind of adult education are used in education for home and family living. Lectures, especially illustrated lectures, demonstrations and study trips are used, particularly as information-giving methods for groups. Group demonstrations and discussions are used for developing motivations and understanding. Slides, flannel board presentations, and other visual aids are commonly used to make the teaching vivid and interesting.

Some specific techniques for achieving objectives in improved family living are:

1. Have community leaders discuss with the class the responsibilities that individual members of families have for each other in improving family living.

2. Have class discussions concerning varied family situations and how to solve them, or, at least, work out some kind of agreement (compromise).

3. Try to get student involved in some family project — garden, home improvement, etc., and discuss the projects during class.

4. Show films on family responsibility, education and care of children.[6]

In summary, the following topics are considered when developing a curriculum: impact of changes, the changing role of the family, and the future of the family as a social institution. The ABE students represent many different family patterns: two-person families, one-parent families, families with large numbers of children, families of more than one generation, and newly married families. These groups should be able to share experiences and gain much insight into family relations.[7]

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[5] Malcolm Knowles (ed.) Handbook of Adult Education in the United States. Chicago, Illinois: National Association of Adult Education, 1960, pp. 480-486.

[6] Education and the Disadvantaged American. Educational Policies Commission, National Education Association, Washington D.C., 1962, pp. 1-31.

The educative process with its goal of imparting knowledge through a variety of methods and from a wide number of disciplines that may have a positive impact on the physical, emotional, social, and economic life of the family has been attuned to the special needs of the socio-economic group involved in ABE.

Parent-Child Relationships

Ideally, the family provides for the physical and emotional well-being of children and raises them to levels of understanding, expectation and aspiration which supports the school's efforts to promote intellectual growth. Rarely does the culturally deprived parent fulfill this ideal. The importance of parent education cannot be overstressed. Recent national figures suggest that the breadwinners' education is an even stronger factor than family income in predicting which children will drop out of school. Better educated and more self-confident parents can better stimulate the intellectual development of their children.

The ABE program is challenged in the reality of parent-child education. In tests made on children in low income groups, both achievement and intellectual variables correlated positively with socio-economic level. If it were possible to enroll the poorly educated, low-income parents in ABE so that, if the parent were a man he could obtain a better job, or if it were a woman she could become a knowledgeable mother, the ignorance-poverty cycle might be broken. Skills in food preparation and the knowledge that the unborn child is affected by food deficiencies and is increasingly affected by them after birth, would surely lead to healthier progeny.

Poorly-educated, low-income people do not know that their culturally deprived children are going to have a large deficit in their perceptual ability. Crayons, chalk, pencils, and little games at an early age could, in many cases, prevent this. If the mothers could be enrolled in ABE they could be taught the necessity of enrolling their pre-school children in Head Start. This program is being broadened to a twelve month term. Evaluation has shown that positive behavioral changes take place among children in this program who now have a much better chance to succeed.

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[7] Adult Basic Education for Personal and Family Development, op. cit., p. 87.

Dr. Wallace Kennedy recommends (as a long-range solution to the problem of intellectual deficiency) the following: A Federally financed, large-scale, all day nursery school program which takes care of the children during the time that the parents are working from 8:00 to 5:00, which affords them a reasonably balanced diet for at least two meals a day, and which gives them the kind of intellectual stimulation which is the birthright of middle-class children. Day care centers modeled on this plan are now in operation in numerous places.

A new sense of identification with the general American culture would foster in many disadvantaged parents a more mature sense of responsibility for the well being of their children and the society.

Consumer Buying

Many of the problems confronted by low-income families are related to earning and spending. Since their problem hinges around information and understanding, "they are often the target of deceptive schemes and exploitive practices."[8] Too little has been done among low-income consumers who must have education on the prudent use of their smaller resources. Until recently, very few consumer education materials and techniques have been adapted to meet the needs of the economically disadvantaged. Often they are victims of their own lack of foresight and judgement. This is primarily caused by their lack of knowledge in financial management.

Not only do "the poor pay more" but available evidence indicates that low income shoppers do not try to get the better quality for the lowest prices. They do not shop around for the best price or deliberate over the purchases as much as people with higher incomes. They are less apt to buy used articles, "separate items," or pay cash for their purchases. The low level of education goes a long way in explaining why the poor are not more deliberate, searching, price-conscious, and informed about buying. ABE has both a challenging opportunity and critical responsibility to use all resources in enabling students to help themselves and their families protect their income, become wiser consumers, and participate in the economic life of the community in a responsible way.

Listed below are some suggested techniques the ABE student might employ as he becomes better informed in consumer knowledge and buying:

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[8] Ibid., p. 35.

1. A shopping list should always be prepared in advance and followed when buying. (This helps to avoid impulsive shopping, which often ruins a grocery bill and causes the price of groceries to exceed expectations.)

2. The ABE student should always compare prices, not only on the same type of item, but also in the same store. (This does not, however, assure the customer that he will always get the best quality for his money but will help him to make decisions. For instance, one can of tomatoes costing much less may have twice as much water as another brand, weighing the same amount. The purpose for which the tomatoes are to be used would determine the better buy.)

   An exception to this might be on a child's swim suit in which the medium-priced suit would be more valuable since the child would normally get only one season's wear from a suit.

3. The ABE student-consumer should take full advantage of sales and seasonal purchases. (Such items as vegetables, clothing, fruit and toys may be purchased at a considerable savings at the appropriate time of the year.)

4. It is important to learn to use the credit dollar wisely. (A large percentage of people in low income groups use credit extensively.) Use of credit and credit buying should be well planned. The items to be bought should be carefully selected. The exact cost of the credit (credit charges) should be known before using it. And, third, use only the amount of credit that can easily be repayed. The ABE consumer-purchaser should shop as carefully for credit as he does for the items he will purchase. One important note: credit should be protected by paying bills promptly.

Businesses rely greatly on the media of advertisement to create a "want" for their products. All people need to be encouraged to carefully evaluate radio, television, newspaper, and other types of advertising. They need to watch for exaggerated claims, clauses in small print, and deceiving price quotes, if given in the rate per month. In many ABE classes, the circulars and pamphlets compiled by the Office of Consumer Services in the State Departments of Agriculture and Commerce are very effective instructional material. They point up, in specific areas, where the consumer should be especially cautious.

ABE can make a significant contribution in helping adults obtain information and experience that will enable them to improve the quality of living for themselves and their children.

CONCLUSION

The study group in evaluating the work of ABE has concluded by its research of authorities and through personal experiences that teaching under-educated adults is a challenging and rewarding assignment for both teacher and student. It concurs with the statement, ". . . ABE helps students as family members to recognize their strengths, see their competencies, and encourages them to use what they learn through their educational experience in strengthening their families and improving the quality of their lives."[9]

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[9] *Ibid.*, p. 87.

ADULT BASIC EDUCATION FOR THE COMMUNITY WITH EMPHASIS ON PUBLIC RELATIONS

Group IV

The illiterate man could survive in the 1870's by the use of muscle power, but he will be unable to support himself in the 1970's where the prime requirement for survival will be brain power. As the demand for well educated, skilled manpower rapidly increases, job opportunities for the undereducated adult decline. There are too many educationally handicapped individuals who are prevented from functioning to their highest potential in a world to which they want to belong. Therefore, this is a tremendous challenge and responsibility that should concern everyone to the extent of making Adult Basic Education classes available to all undereducated adults.

The primary aim of ABE should be to bring about desirable changes in the behavioral patterns of undereducated adults. These changes include increased knowledge and understanding, new attitudes and values, and the acquisition of skills. All are essential if the undereducated adult is to relate himself effectively to the contemporary world.

The most successful ABE program is developed through a "Community Action Program" which takes into consideration all the forces in the community, and all the aspects of community endeavor. These forces include community power structures. Being what they are, community power structure members tend to disdain education; and thus, it becomes a matter of local level education. Working carefully with people, working deliberately with your acquaintances and your friends among these power structure people, you get the job done. We must work together. We must mesh all our efforts together and not attempt to build empires, nor secure funds for fund's sake, but establish a continuing cooperative relationship between all levels of government and non-government forces. To obtain continuing relationships, we must develop a public relations program that will reach the members in the community family.

The place to begin an ABE program is at the attainment level of the individual adult by ascertaining his basic skills, interests, and needs. As rapport and success are established, he should be led to broader vistas of subject matter content and understanding. The beginning attainment level content is the highest motivation area for the adult student; beginning level content should not be that which belongs to the teacher. This philosophy tends to lead away from stereotyped and fixed systems of learning which many are now trying to develop.

Definition of Terms

A. Community

Edward C. Lindeman states that the definition of a community may be classified as: geographic, political, social, economic, and psychological.[1] The community, according to A. W. Dunn, consists of a group of people living together in a single locality and bound together by common interests. They are also subject to common laws.[2] An ideal community should furnish to its human constituents: order through government, economic well-being, constructive use of leisure time, ethical standards, intellectual diffusion, free avenues of expression, democratic forms of organization, and spiritual motivation.

B. Adult Education

Definitions of adult education in the United States are as multitudinous as the autumn leaves, yet no one definition satisfies all persons engaged in it.[3] The difficulties are in both the phrase and the reality. Education, by its root, implies a "leading out." The meaning is clear when the relationships are between mature persons and immature persons. The meaning is not clear when the relationships are between mature persons in a world where the present changes before we can grasp it and the only safe prediction is that the future will be different.

Some activities are called adult education which should not be, and some of the best examples of adult education are not so regarded by those engaged in them. Adult education cannot be satisfactorily defined because of the following limits:

1. Adult education implies purposeful systematic learning, in contrast to random unexamined experience; that is, it contains elements of science and art.

2. Adult education implies a respect for the purpose and integrity of the learner, in contrast to attempts to fool, cheat, or exploit; that is, it has an ethic.

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[1] Edward C. Lindeman, The Community. An unpublished outline, p. 1.

[2] Ibid.

[3] Malcolm S. Knowles (ed.), Handbook of Adult Education in the United States (Washington, D.C.: Adult Education Association of the U.S.A., 1960), p. 3.

Coolie Verner contends that adult education is the action of an external educational agent in purposefully ordering behavior into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary role in society, and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction.[4] Adult education is a continuous education — continuous throughout life, and must be a well balanced program — a comprehensive program to serve all of the adults of a community.[5]

The definition of the curriculum of adult education is that the field of study is as broad as life itself as long as organized learning is involved. A well balanced program of adult education would include instruction that prepares adults for better family living, for more jobs and job opportunities, for promotion in present employment, for civic and community leadership, and for self-realization. The areas of adult education and community services are programs involving classes in various broad fields of consumer education, homemaking, parent education, family living, industrial arts, discussion groups, citizenship, health, safety, creative arts, liberal arts, and academic grades one through twelve.

C. Power Structure

Metcalf asserts that power structure or social power is the capacity to control the actions of others.[6] He further states that power structure exists in all social systems and is characterized by the following three major components:

1. Authority - the right to control others. The power given to an individual by the system, as in the case of an office.

2. Influence - the amount of power an individual has by virtue of his control or access to resources relevant to the proposed social action.

3. Unlegitimized Coercion - The control of others through means outside the accepted range of deviance, for example obtaining money at gunpoint.

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[4] Coolie Verner, A Conceptual Scheme for the Identification and Classification of Processes for Adult Education (Washington, D.C.: Adult Education Association of the U.S.A., 1962), p. 2.

[5] Monroe C. Neff, "Adult Education and Community Service, The Open Door (June-August, 1965), p. 3.

[6] Richard J. Metcalf, Graduate Research Paper, Florida State University, Tallahassee, Florida.

Community Support Through Helping Agencies

Developing Community support for ABE is an enormous undertaking; but the potential gain for adults is so great that it is well worth the effort. If we are to achieve maximum gain, no resource can be overlooked. We must bring into active program participation the types of expertise and resource that are available in such public agencies as Vocational Rehabilitation, Vocational Education, Public Welfare, Public Health, Higher Education, Public Housing, the Employment Service, and Family and Children's Services. We must secure the active assistance and intervention of such private, non-profit organizations and institutions as Legal Aid Societies, Community Action Agencies, Labor Unions, Red Cross, Civic Groups, Public Service Organizations, and the like. We must seek out individual volunteers who have special skills and capacities that will make it possible for us to reach those persons who are not currently involved in our programs, or to reach in more significant ways those persons who are already actively involved with us.

It is not suggested that only school personnel have the responsibility for developing relationships that will result in community support and comprehensive community services. The entire community has a stake in the problems faced by illiterate adults; and, as a result, has a responsibility for assisting in developing resources that will make possible solutions to these problems. But someone must take the initial step to inform the community of the need and to serve as the focal point around which programs may be developed that offer some promise of help. As the key figure in the process of student motivation, ABE teachers are the logical persons to know student needs and to take the initiative to bring together those forces and services that may be able to assist students. We will, for example, seek out Vocational Education and the Employment Service because these are the agencies that operate The Manpower Development and Training Program, which may be vital to some of our students. These are the agencies that can assist our students with securing jobs; that can enrich our classroom efforts by providing insights into available jobs and job requirements; that can help us by providing the job-related counseling and vocational evaluation services that are particularly important for the students who know so little of their latent capacities and potentials.

We will want to contact the Public Health Department because it is the agency that can provide health guidance to our students and their families, that can provide immunizations and certain other special laboratory work-ups, that can mobilize resources to provide definitive, curative health services for our students and their families, and that can with our guidance assist us with the classroom work related to good family health practices and planned parenthood.

We will want to work with Public Welfare because it is the agency that can bridge the subsistence gap for us and provide financial support for some of our students and their families. Public Welfare is an agency that can provide supportive case work services to help solve some of the intra-family problems that often result in an adult's inability to fully pursue his educational program. This agency can help to bring surplus commodities into the home to help improve diet and sustain life. It can help us and our students to gain access to other needed community services among which Title V, "Work Experience and Training," opportunities must figure prominently and importantly.

We will want to involve local Home Demonstration agents because they can enrich our classroom programs by helping with instruction in homemaking, cooking, clothes making, good buying techniques, budgeting, and financial management.

We will want to involve the Children's Services because they are the agencies that can provide casework and physical restoration to the children of the family; that can help in the development of day-care services to make possible the full participation of adults who manage one-parent families with young children. These agencies can enrich classroom programs by providing instruction and perhaps group work experiences in the important area of child-parent relationships. This latter service might be an important deterrent to delinquency among the children of the poor.

We will want to involve Vocational Rehabilitation because it is the agency that can provide vocationally-related and problem-solving guidance and counseling; that can provide vocational evaluation services; that can provide (for the eligible disabled adults) subsistence, vocational training, physical restoration, job placement, and follow-up services.

These are only a few of the public agencies. Each has something of value to offer. In addition, each can assist in adult recruitment and in helping us to keep our students actively involved in the classroom programs we offer. They can be our contact agents in the community for student follow-up.

But, community support involves more than the public agencies. As we have said, it involves private, non-profit agencies as well, such as legal aid societies, the organizations that can provide legal services (a constant need among the poor) and can, under our guidance, enrich classroom work by providing instruction in the area of legal rights and citizen responsibility. Churches, civic groups, and public service organizations (Red Cross, Salvation Army, etc.) are the important organizations that can provide emergency, financial support;

that can provide vitally needed student transportation to and from class; that can provide recreational programs and experiences; that can provide specialized and enriching classroom instructional programs; that can help us find volunteers who can become teacher's aides, special tutors, home contact persons, and who can serve in innumerable service functions that are vital to good total programming for adults.

Community Action Agencies are the organizations that have the unique potential and capacity to fill the gaps in our programs that are not covered by the other services and programs that are available to us. These agencies are also our resources for getting services that might be available from other agencies, but which the other agency cannot, or will not provide. Of particular value as an example of the resources of these organizations is the Community Action sponsored Multi-service Center. The Center provides an especially useful setting for our adult classes. At this site, in this one setting, we may be able to gather together all of the professional and volunteer services our students need. In addition, such a center could provide Child Care and Child Development Services to the children of our students. A Multi-service Center can also provide a quiet area for study and reading. This is only one example of the resource of the Community Action Agency. There are many, many others.

Through these relationships, through this kind of total community support, and through this level of community involvement, you can make the classroom experiences of your ABE students extremely broad and dynamic.

Techniques for Building Good Public Relations

Some specific recruitment techniques that are used in schools include the use of mass media advertising, the use of direct mail, and the use of individuals or groups whose interests are related peripherally to the program. The addition of personnel and organizational procedures which will aid in building public school relations and which will also help to accomplish other ends include: the use of interest-finding interviews and questionnaires; the development of co-operative programs with agencies and groups; the involvement of key public relations individuals in planning, evaluation, and other organization procedures; the use of instructional or organizational personnel who are effective in public relations or who have access to the mass media; the securing of students who will draw others; the use of counseling systems; the development of new activities which will lead on to further study; the decentralization of the program; the securing of outside advice; and the development of distinctive symbols, slogans, and other means of aiding the public to identify and understand the whole program of the school.

To achieve growth and development in the population that ABE was designed to serve and to make available to them comprehensive service, the ABE program will need to develop a level of support and commitment in which individuals, agencies, and groups in the community will feel compelled to invest talent and funds, not only in the furtherance of the educational process, but also in extension and enrichment of the limited services that the school program can offer from its own resources.

Through these school relationships, through this kind of total community involvement, you can make the classroom experiences of your ABE students extremely broad and dynamic.[7]

Civic and Religious Media

We are dealing with all the ways in which people learn about and become competent in the management of their common or civic affairs.[8] Included in the education of all adults is the education of the new voter so that he may become efficient in his influence on legislative action that deals with the civic affairs of the community. Since this is education for public responsibility, the civic and church groups within a community are concerned and will become involved in an organized program to bring about organized classes to further the education of undereducated adults.[9] These organizations, educational, civic, church, and otherwise, for whom the education of adults is not a central concern, are much more numerous, very much larger, and very much more powerful than the specific organization of adult education.

In the organized program,ways and means must be found to bring about, on the part of the leaders in the different organizations that have a general interest in continuing education, an understanding of its full possibilities and the acceptance of some obligation for assisting its professional development within the community.[10] Ways must also be found to bring into the planned program resources of the organizations with a special interest in continuing education, or at least to the major tasks of research, improvement of methods and the preparation of practitioners within the field of adult learning.[11]

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[7] William H. Puder and Sam E. Hand, Frontiers in Adult Basic Education (Tallahassee, Florida: Florida State University, 1966).

[8] J. R. Kidd, Financing Continuing Education (New York: The Scarecrow Press, Inc., 1962), p. 60.

[9] *Ibid.*, p. 61.

[10] *Ibid.*, pp. 75-76.

Creative leadership of adult education challenges the imagination of adults to invent new programs and to revitalize existing institutional procedures that will engender and maintain good will, understanding, and decency in human relationships. Responsibilities are both personal and social — both civic and religious.[12]

The nature of adult education brings about a continuing and extensive contact with business and industry, governmental units, and many other types of private and public organizations and groups from the neighbrohood to the national level. Many of these organizations and groups are becoming increasingly aware of their needs for programs of adult education. Before good relations may exist with the public, coordination and communication between school agencies and civic and church groups must exist and both must learn to have a continuing dialogue.[13]

In "tying in" your efforts to have an effective public relations program, certainly one of the "musts" is to enlist the help of the civic clubs in the community. But do not let it stop there — keep them informed as much as possible as to the purpose of your program.[14] Some civic clubs are so intent upon impressing the community that they will conduct ardent campaigns featuring some dramatic project, not only for the sake of the cause, but also because the sentiment attached to the cause will give the name of the sponsoring organizations widespread publicity.[15]

Clubs such as Rotary, Kiwanis, Lions, Sertoma, Exchange, and many others fall in this category. In most cities and towns the leading citizens belong to these organizations and programs; "selling" these groups on adult education should be oriented around facts and figures about current and past operations and future plans. These programs can be made interesting with reports of students who have advanced on the job or who have increased their earnings. Both professional and lay leaders in adult education make logical speakers for luncheon clubs. Students from the public speaking classes also can do a good "selling" job. These talks can be greatly improved with the use of signs, posters, or articles that were made in adult education classes.[16] Good sound public relations in dealing with civic clubs must be honest in intent and execution, intrinsic in the school program, continuous in application, positive in approach, comprehensive in character, sensitive to the public, concerned and simple in meaning and conception.[17]

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[11] _Ibid_., p. 76.

[12] Paul L. Essert, _Creative Leadership of Adult Education_, (New York: Prentice-Hall, Inc., 1951), p. 13.

[13] Robert D. Boyd, _Adult Education—A Journal of Research and Theory_, Vol. XVIII, No. 3 (Washington, D.C.: Adult Education Association of the U.S.A., 1968), p. 209.

[14] Paul H. Sheats, _Adult Education_ (New York: The Dryden Press, 1953).

[15] John H. Thatcher, _A Guide for Administrators_ (Albany, New York: State Education Department), p. 297.

Labor Unions

If the public school is to be successful in its drive to eliminate "lack of education" as a national cause of poverty, it must enlist the total community in the process of identifying and recruiting undereducated adults who need basic education. This community-wide effort, if it is to be effective, must involve community agencies such as labor unions. As we know, there are many adults involved in labor unions. Some of these adults are highly educated while many others are very much undereducated. Those of us who are responsible for the ABE programs in our communities should establish a working relationship with the leadership of labor unions, and request their help in recruiting members of their union who are undereducated to become members of ABE classes and attend these classes regularly.

Industrial management and labor leaders are beginning to find that below the surface of their vast, highly organized structures, personal relationships are at work that are highly important but cannot be departmentalized or organized in the traditional sense. Mayo, Rothlesburges, Lewin, and others suggest, however, that labor groups are potentially the strongest forces available for constructive and positive enterprise in bringing about effective cooperation and human programs in relationships between the general community and the business or manufacturing community.[18]

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[16] Edmond DeS. Brunner, An Overview of Adult Education Research (Chicago, Ill.: Adult Education Association of the U.S.A., 1959), p. 228.

[17] Thatcher, op. cit., p. 383.

[18] Essert, op. cit., pp. 104-105.

The very nature of shared planning in community development, applying as it does to life in small informal groups, to institutions (the home, the church, the school, government agencies) and to the whole community is the ingredient that is universally applicable in the varying forms of adult education.[19]

News Media

Newspapers are essential to the promotion of adult education activities and efforts. Since newspapers are primarily concerned with news, they will report ABE activities if there is news value. The simple definition of news is: "news is anything and everything of interest to the public."[20] Radio and television will reach more people, more quickly, than any other type of media. Radio can be used to build up interest, to get news out, to make announcements, and to present useful and needed information. It can be very effective in reminding people about the last day for night school registration, or inviting the people to an open house program.[21]

There are other media which help to promote the cause of ABE. Some of these are: pamphlets and handbills, newsletters, posters, window displays, speeches, open house programs, telephone appeal, and special features. Perhaps not all of these media would be used in every situation, but the secret is to use the one or ones that work most effectively.

Summary and Conclusion

Federal and helping agencies, civic and religious groups, labor unions, and the news media all have an important role in a successful ABE program. The community must be made aware of its responsibility to the ABE students and the ABE students must be made aware of their responsibility to become more productive citizens of the community. If we have this type of involvement with the community and this kind of support from the community, then we can make the classroom experience of the ABE students broad and dynamic — not a program limited to basic instruction of reading, writing, and arithmetic.

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[19] *Ibid.*, p. 118.

[20] *Ibid.*, p. 144.

[21] *Ibid.*, p. 149.

MOTIVATION OF THE ABE STUDENT

Group V

Adult Basic Education, the Wakening Giant in America's public school system, has already reached thousands of Americans. Many have learned to read and write for the first time.

There is a definite problem in motivating adults to make even the first step toward completing their basic education. The reasons are many; among them are status, pride, and a lack of optimism about being able to secure a better job and hold it. How can we overcome some of these problems? The key to the door will be motivation. It is the basic element of learning. It is that element which forces a person to move toward a goal. It is motivation that makes an adult want to know, to understand, to believe, to act, to gain a skill. It is up to the adult educator to recognize the importance of motivation and to find ways to bring motivating factors into the learning process. Some motivating factors are: the need for security, the need for recognition, the need for self esteem, the need for conformity, and the need to help others.

A study of methods is intended to develop more effective procedures and techniques for accomplishing purposes. In a broad sense, method is involved in all adult education activities. Workers in the field need to be concerned with good procedures in conducting surveys, in publicizing course offerings, in organizing conferences and workshops, and in a host of other activities.[1]

Adulthood is a problem. It is also a largely unfulfilled opportunity. It is a problem because our culture makes an assumption that by the time people reach twenty-one they have learned all they need to know for effective adult learning.[2]

It is the job of the adult educator to broaden the program to include the community. First, he must study the life of the community and seek to discover the educational or other interests, and attempt to broaden the range of interests and to develop the characteristics needed. After the students have entered, the problem is not usually so great. There are many phases of academics which may not be desired by some students; therefore, good teachers must show them a felt need for a complete range of activities in order to improve their basic skills and life.

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[1] Malcolm Knowles, Informal Adult Education (New York: Associated Press, 1950), pp. 11-12.

[2] J. R. Kidd, How Adults Learn (New York: Associated Press, 1959), pp. 112-113.

Motivation in Recruitment

Because attending adult education classes is voluntary, adequate publicity and promotion are vitally important to building a successful program. The failure of participation from the ones for whom the program was intended is a source of frustration for advocates of adult education. To motivate these people to participate, programs must appeal to their needs and interests. A negative feeling toward education is likely to be found among the educationally underprivileged. They are usually timid and hesitant about enrolling in educational activities because of their deficiencies.

Some things that attract adults to participate in classes are economic status, proximity to adult centers, and social participation. In order to motivate adults to attend classes, the agency should be willing to take the program to the people, use a variety of appropriate materials, adequately counsel the registrants, and be flexible in the schedule as to the time of day and length of the class period.[3]

The most successful policy concerning promotion of adult classes is to assume that all adults have educational needs and that everyone should be informed about available learning opportunities. All media and methods helpful for the purpose are likely to be used in an effort to enlist the participation of everyone who has a trace of interest in the program. Underlying this activity, of course, is an attempt to identify the educational needs and interests of as many adults as possible and to design appropriate activities.[4]

The public must be informed, convinced, and persuaded to participate in adult education classes. Adults should be involved in all stages of the program, from identifying their own educational needs, planning the activities, developing them, to evaluating them. This helps the participants develop an emotional commitment to the program. Experience has taught that a continuous, year-round promotion and special campaigns are best in recruiting adults to attend classes. The year-round campaign builds public confidence in adult education as a permanent part of community life. It produces a dignified image of adult education as contrasted to an emotional selling campaign. With year-round promotion the agency can use television or radio time or news articles to actually show activities in which the adults are participating, rather than just giving an announcement concerning enrollment in classes.

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[3] Homer Kempfer, Adult Education (New York: McGraw-Hill, Inc., 1955), p. 129.

[4] Ibid., p. 340.

Special campaigns, however, are necessary. Usually they are used (1) to call special attention to the opening of a new term, or (2) to prepare the public for a new type of activity.[5] Articles in newspapers are a good means of promoting enrollment in classes. However, in addition to naming the course, it is good to include a description of the class and some of the activities that will be included in the class. Exhibits showing some articles made by participants in adult classes and placed in appropriate places can motivate other adults to enroll in the classes. These exhibits should be pleasing to the eye, have a short explanation about where the classes are held, and be placed in an area where people pass often, such as show windows of department stores, or the lobby of the Post Office or a health clinic. Having open house to some classes already in progress is a good method of motivating other students to enroll. All aspects of the program can be shown by displays, demonstrations, style shows, or a festival.

Direct mailing is costly in time, money, and energy, but it is often a favorite way of publicizing adult education. Common mailing lists available for occasional use are:

1. Newly arrived immigrants -- for invitation to orientation activities and English and citizenship classes.

2. High School dropouts -- for acquainting them with general or specific opportunities available.

3. Parents of kindergarteners or first graders -- for invitation to activities in family life education related to their child's development.

4. An occupational or other group for whom certain activities may have special appeal.[6]

Telephone campaigns have been successful in reaching people who could not read. An explanation can be given as to time and location of the class; and an invitation can be extended for this person to attend the class. Other means of motivating adults to enroll in classes include using select people from their peer group to approach them; a door to door canvas; Parent Teacher Associations; flyers and brochures; churches and ministers; welfare agencies; employment agencies; and the Salvation Army.

Again, to motivate adults to enroll in classes, we must help them to realize their need for educational activities and then be sure our program meets their needs and interests.

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[5] Ibid., p. 341.

[6] Ibid., p. 353.

Motivation for Learning

We here are interested in classroom methods to be used which will motivate the student for learning. In order to motivate the student, we must understand some of the factors which influence him to attend classes in the first place. We must realize that these students, like ourselves, are adults, and that they are attending classes in adult education because they want to. What are their reasons for attending? In a study of the reasons why, one group of students attended night classes, Sheats, and others, found that:

> . . . over two-thirds of these students attended night school for reasons other than course content. They expected, for example, to make friends, to get away from the house, to learn something about their latent talents, or to have some kind of escape experience.[7]

Since adults are motivated to attend classes to fulfill a social need in addition to the gaining of information, it appears that there is a need to engage the students in activities in which there is an interaction not only between student and teacher, but also between student and student. This would imply the need to engage students in discussions. Sheats says, "Perhaps the most significant trend in method as applied to the field of adult education is the increasing use of discussion procedures."[8]

Research has found that "good learning comes best where a variety of methods and techniques are employed."[9] It has been found that "Informal methods were usually favored by men in the forces over conventional class methods."[10] Also, Kidd states that

> an adult who is made to feel responsible for his own education tends to achieve the best record. Instructional materials were most successful when they were based on the actual experiences and needs of the men and women for whom they were prepared. Army men learned fundamental skills of reading, writing, and arithmetic with far greater efficiency when the subjects covered in the exercise books were about army life and adult experiences; much less well when the instructional materials were about childish things.[11]

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[7] Paul H. Sheats, Clarence D. Jayne, and Ralph B. Spence, Adult Education (New York: The Dryden Press, 1953) p. 325.

[8] *Ibid.*, p. 328.

[9] Kidd, *op. cit.*, p. 196.

[10] *Ibid.*, p. 196.

[11] *Ibid.*

We would conclude that methods of teaching should be varied; that all students should be encouraged to participate in class discussions; that materials presented should be on the interest level of the adult.

As has been previously stated, a variety of techniques must be employed if students are to be motivated to learn. Only a few of the more important ones will be listed. Students should be involved in the planning of adult education activities. This does not mean that the teacher abdicates his position as the educational leader. It simply means that if an individual has part in planning the activities in which he will be engaged, he will feel that he is more a part of what is going on.[12] Another effective technique to stimulate motivation is that of role-playing. This technique places the student in another person's place and he acquires an empathy for that other person.[13] Still another technique is that of the symposium. Here you get the viewpoint of three or more persons on a subject. After views are expressed, questions are asked, which is another way of involving, or at least giving opportunity for involvement, of the entire group.[14]

Attributes of the Teacher

"Teachers are important in any society; in a democracy they are its first line of defense . . ." (Theodore Roosevelt). Although these words were spoken many years ago, the role of the teacher has become increasingly important in our society with its many social changes.

The job of the ABE teacher in a program of general studies calls for a person having a sound general education himself, together with broad training. A teacher must be committed to the philosophy of adult education and skilled in the art of teaching.

> "Without doubt, the key to any program of instruction is the person who does the teaching. We may have a philosophy ever so clearly stated; a course of study ever so completely planned and executed; an administration ever so sympathetic and efficient; physical equipment in every way adequate, and still fall short of having a satisfactory program of general education unless there is a well-qualified professional individual who is apt to teach."[15]

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[12] The National Association for Public School Adult Education, A Treasury of Techniques for Teaching Adults (Washington, D.C. 1964), 3:11. (Pamphlet.)

[13] Ibid., 3:22.

[14] Ibid., 3:22-23.

[15] Sidney J. French, Accent on Teaching (New York: Harper Brothers, 1954), p. 158.

The adult instructor stands in a crucial role for he realizes that even the most skillfully devised courses or learning aids cannot compensate for serious deficiencies in the instructor. He must be able to consider the needs of the class members both individually and collectively, much more freely, with fewer personal conflicts and greater satisfaction. He must exhibit warmth, kindness, and interest; he must gear the content to the needs and interests of his students, thus aiding the students to secure competence in their work and keeping them moving along toward the solution of problems under consideration. The adult educator must be aware of individuality to respect its expression by persons. He must maintain a social atmosphere that in living practice will genuinely respect the worth of the individual and try in every way to enhance his dignity.

The instructor's ability to listen not only to what a person is saying, but also to what he is trying to say is important. To be able to put himself in another's shoes exemplifies a mark of concern which is highly appreciated by his pupils. He must work in close cooperation with all other organizations engaged in desirable adult education activities. He must recognize the importance of being creative in his use of resources, materials, and situations. He must understand the nature of learning and exhibit reasonable skills in arousing students to lively participation.

Subject Matter

The success and happiness of the individual will continue to be the most important objective of adult education. Adults are concerned with the improvement of skills. The impact of technological change upon the modern family has intensified the awareness of all regarding the need for current knowledge regarding these changes. When a student enrolls in the adult education program, his interest has already been aroused. However, new topics must be introduced and the best introductions employ motivation techniques. The basis of these techniques is to show the student how the material to be presented will be of interest and value to him. The teacher can promise rewards if instruction is geared toward the rewards.

> Those concerned about learning have long recognized that there may not be much learning of consequence unless a marked interest is present.[16]

A motivational section in the lesson plan will help the teacher remember some motivating materials while he is actually in the process of introducing a lesson.

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[16] Kidd, op. cit., p. 158.

Other forms of motivating a lesson may include exhibits of well made articles or a talk by a successful former ABE student. A demonstration of skill by a fine typist or by a musician will frequently be a good motivation, as will be the showing of an appropriate movie, or the taking of a well planned field trip. A good program that is well balanced and sufficiently diversified will include many opportunities to motivate students.

Use of Resources

It is highly recognizable that an adult education class consists of adults with wide experiences and a variety of accomplishments. These adults represent rich resources for the teacher. When the teacher has learned what these resources are, his curriculum should provide for their effective use. The use of other resources and agencies brings a more imaginative and creative approach to adult education than any formal class organization. Therefore, more attention should be given to supplementary services, discussion groups, trips with guides, tours, clinics, demonstrations, consultations, workshops, single meetings, lectures, etc. in order to enhance the learning of the adult pupil.

Retention of Students

One of the major problems in Adult Basic Education is how to keep the student in the classroom and prevent drop-outs. This problem will best be solved by the individual teacher, depending on the location and the situation. It is thought, however, that the problem will be solved by getting the student involved. Below are a few suggestions that may help to involve students:

1. First, get to know the individual student.
2. Develop creative experiences within the classroom.
3. Survey and find out what their desires are, and what their experiences have been.
4. Provide within your on-going groups social activities.
5. Capitalize on employer interest and upgrading.
6. Provide for positive daily evidence of progress.
7. Make sure that the topics in the curriculum are based upon what the students want to know — their goals.
8. Have the environment in which they will meet as comfortable and conveniently located as possible; provide some means for overseeing the children who will come with them.
9. Provide for and insure a personal interest in the program of each person.
10. Provide useful information about the community.
11. Provide a democratic example by getting them involved in civic experiences.

In order to motivate for retention there needs to be not only a good student-teacher relationship, but a good student-counselor relationship as well. Here are a few ways this can be accomplished:

1. The counselor coordinates an accumulation of meaningful information concerning students through such means as conferences with the student, standardized test scores, academic records, anecdotal records, personal data forms, records of past experiences, inventories, and rating scales.
2. He identifies students with special abilities or needs.
3. He assists the student in relating interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, and to long range plans and choices.
4. He collects and disseminates to students information concerning careers, opportunities for further education, and school curricular offerings.
5. He assists in the educational and occupational planning of students who have withdrawn or graduated from the school.
6. He plans with administrators and teachers
   - (A) to provide an appropriate classroom placement for pupils with special abilities or disabilities
   - (B) to establish procedures for course selection by pupils and for grouping of pupils.[17]

Physical Plant

A "cold"room can have the same effect on the mental faculties as the lack of heat can have on the physical being of the individual. A room with appropriate temperature makes for a good learning atmosphere. The National Association for Public School Adult Education has listed five items necessary to make the adult student feel at home in the classroom.[18]

1. Have a well lighted classroom.
2. Have a well organized, neat classroom.
3. Change the seating arrangement to accommodate the teaching method being used.
4. Be sure the students are able to hear by eliminating outside noises.
5. Have suitable displays in the room.

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[17] William H. Puder and Sam E. Hand, Frontiers in Adult Basic Education (Tallahassee, Florida: Florida State University, 1966), pp. 104-106.

[18] NAPSAE, op. cit., 3:23-24.

It would appear that there is a very fine line between methods and techniques; it would seem that techniques are the implementations of methods. Further still, the physical plant, or its utilization, is a technique to carry out a method or methods.

Continuing Education

It has been proven statistically that only a small percentage of students who enroll in ABE classes continue their education beyond the three levels of study prescribed by the ABE program. After these levels have been completed, students have a tendency to think that they have advanced far enough to satisfy their basic needs. Thus, they become drop-outs or potential drop-outs. It then becomes the teacher's task to utilize every available resource, method, and technique to inspire those students to seek new aspirations and goals. The students who have this tendency need to re-evaluate themselves through introspection or by self-evaluation check list.

Many students set their goals at levels too low to be functional in a progressive society. Scott states that:

> Education fails unless the Three R's at one end of the school's spectrum lead ultimately to the four P's:
> (1) Preparation for earning
> (2) Preparation for living
> (3) Preparation for understanding
> (4) Preparation for participation in the problems involved in the making of a better world.[19]

Self motivation for continuing education begins with a desire for personal attainment. Lanning and Many believe that:

> the desire for additional education is a very important motive and may be considered as a result of the general advance in educational attainment . . . Personal or vocational motives appear to be more powerful than either the motives of a social or a scientific nature.[20]

Another incentive for continuing education in the ABE program is further stressed by Scott in a reproduced letter of James Mitchell, Secretary of Labor, to all college graduates in 1956. The implications can very well be applied to all ABE students. He wrote:

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[19] Michael Scott, Careers: The Annual Guide to Business Opportunities (New York: Career Publications, Inc., 1956), p. 3.

[20] Frank W. Lanning, and Wesley A. Many , Basic Education for the Disadvantaged Adult: Theory and Practice (Boston: Houghton Mifflin Co., 1966), p. 108.

> You are in a unique position. You are with the rising tide . . .The American labor market is achieving record peaks in every phase of employment, production, and economic activity. The picture is good everywhere. America is on the march and employment opportunities move along with it.[21]

If continuing education is an increased awareness of self-improvement, the teacher's task then is to make students cognizant that the greater the demand for consumer goods, the greater the demand for production, resulting in a greater need for skilled personnel. If the teachers can achieve these motivational objectives, the ABE program will achieve the goals for which it was designed.

Summary

One of the most important facets of a functional ABE program is the motivation given to the participant. While some of the students may be self-motivated, it is the responsibility of those involved in administering and teaching these adults to bring to bear those psychological and sociological principles that will motivate all the students to want to learn and to continue their education. Motivation must start at the beginning of recruitment and hopefully continue after the adult has completed the basic coufses. Through the techniques of counseling and guidance the students' aspirations and goals must be given direction when they can be attained. The thread that runs through this paper is that of involving the student in all that goes on in the program. There is no better motivating force.

The efficiency of any adult program will be determined by its holding power or its ability to retain students until they have gained their personal goals or finished the prescribed course of study. It has been brought out in this paper that the understanding of a dedicated, well prepared, and compassionate teacher will do more to motivate participants than will any other means. It is hoped that the techniques described herein will help such teachers.

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[21] Scott, op. cit., p. 3.

RECRUITMENT

Group VI

Under-education is a prime cause of unemployment and underemployment in our rapidly advancing and shifting technical world. No community is immune from the problems which arise from under-education, but the public school adult education system can contribute to a more productive, informed community by providing a complete adult education program.

The better your adult education program is the more successful your recruitment drive. How does one secure enrollments? How do you persuade men and women who have little or no formal education to return to school? How do you convince them that they should leave their home, their family, friends, T.V., and many other activities to learn the three R's. The better teacher you are, the more favorable your chances for recruiting students and holding them. The individual teacher is the vital factor in campaigns. By creating a stimulating and challenging environment in which adults can learn with dignity and enjoyment, he is laying the groundwork for future student recruitment because the adult student who senses an attitude of understanding, empathy, and respect on the part of the instructor is the best and most convincing public relations person for the program.

The administrators together with the teacher are faced with the major tasks in recruiting students and organizing classes. They must be aware of their potential influence, not only on present students, but also on all prospective students in the community.

Developing A Program

A great source of help and guidance for developing a program of adult education is the State Department of Education. A number of state departments have full time consultants in adult education, whose purpose it is to help local citizen groups and school officials develop adult education programs under the auspices of the public school. As school officials begin to give thought to building a sound program of adult education at the community level, it is well to heed certain organization principles which have evolved from the experience of communities which have successfully operating programs. These may be summarized as follows:

1. There should be local control of the program by the board of education with the assistance of citizen advisory groups in planning the program. It goes without saying that people are naturally more interested in anything which they have a hand in planning, and for which they

assume some responsibilities. Any superimposed program is likely to fall rather quickly of its own weight. The citizens advisory group provides a unified backing for the organized adult education program. When there are other adult education programs operating in the community, it is desirable to bring these groups into the picture cooperatively at the outset in order to avoid needless competition, duplication, and overlapping.

2. There should be public financing of the program. The details of financial participation will vary greatly, depending upon such items as: (a) the amount of state aid; (b) local public schoolfunds available for adult education; and (c) sentiment regarding the size of the fees to be paid by students in the adult education classes. It has been found that local communities which make financial investments in their programs, also have stimulated a much greater interest in the success of the undertaking.

3. There should be a well-balanced program of offerings to meet the various needs and interests of adults. The real test of the program's success is whether it not only meets the needs and interests of adults, but also whether it stimulates them to explore other fields and new interests. It is important that early attempt provide for classes and other learning activities which appeal to a variety of people. It is desirable to build the program upon the needs and interests of adults. It will have appeal in proportion to the extent to which it meets those needs and interests.

After the program has been authorized by the local board of education, the superintendent appoints someone on the school staff to provide continuous administrative leadership. School administrators should provide professionally trained and competent leadership so that the community program for adults may be professionally organized, skillfully led, and economically administered. Initially, the director of the program may, as a matter of administrative necessity, serve part-time (dividing his adult education duties with other school tasks). However, as the program grows, thought should be given to the provision of full-time leadership of the program.

Coordination And Utilization Of The Total Community Resources

In the process of total involvement of community resources, the school district and/or the local vocational and adult school should think in terms of two types of organizations: (1) area advisory committee, and (2) neighborhood or "grass root" committees.

The area advisory committee, much larger in scope, will be considered first. Out of the committee will evolve several "grass roots" committees to work in a specifically delegated pocket of poverty.

In the process of organizing all feasible resources, the administrator must be sensitive to the influence that certain social forces exert within the community. The educational agencies can provide capable leadership instruction and training only if they fully understand the plan, purpose, and objectives of the program. The political forces will endorse and support the program in direct relationship to the kind of "selling" job that we do with them. The religious leadership will help to provide a moral environment in which all individuals, agencies, and organizations can work together cooperatively for the welfare of the whole community, if we can convince them of the two aims and purposes of ABE.

An area advisory committee should be composed of individuals representing agencies and organizations whose normal functions bring them into contact with the illiterate or under-educated who are either victims of poverty or of living in threat of poverty. Composition of the area advisory committee will be selected from the following sources:

Public Agencies: Social Welfare, Employment Service, Public Housing Authorities, Police Department, Public Health Department, Vocational Rehabilitation.

Voluntary Agencies: Salvation Army, YMCA, YWCA, NAACP, PTA, Community Centers, Home Demonstration Clubs, Urban League, Federated Women's Clubs.

Mass Media: Press, Radio, and Television.

Other Sources of Representation: Work Experience Programs, Business and Industry, Labor Unions, Religious Organizations, Local Community Action Programs.

The major functions of the area-advisory committee are:

1. The committee should create an ABE program that is a total community responsibility, rather than an isolated, uncoordinated public school activity.
2. The committee should support the public school program of ABE to the extent that all community resources will recognize their responsibility of referring to this program all under-educated that can benefit from such instruction.

3. Each individual and organization represented should set up their goals to be constantly on the alert for under-educated adults from any part of the community who can be referred to the school for enrollment in ABE classes.

4. The committee should organize a program of continuous publicity utilizing the press, radio, television, and any other available means of communication in a methodical plan aimed at convincing the under-educated adults and the entire community.

5. To establish methods whereby selected areas of the community will be surveyed for the purpose of identifying those in need of basic education and encouraging them to enroll and to maintain regular attendance in classes.

6. The committee should act as a liason with any local community action program.

Purpose of Neighborhood Committees

To supplement the work of the city advisory committee and to perform the identification and recruitment of under-educated adults in depth, it will be necessary to organize a "neighborhood committee" in each pocket of poverty. These groups will be organized to work in the following areas and to assume the direct responsibility for identifying and recruiting students in that particular area.

Composition of the Committee

In recruiting members of the "neighborhood committee" the program coordinator should seek suggestions from the city advisory committee regarding individuals from their organizations who might be close enough to the under-educated in certain sections of the school district to have their confidence and the "rapport" which will be needed if contact is to be established. For example, the social welfare representatives might be well able to nominate certain caseworkers to serve on the committee. Members of the clergy, particularly those whose congregations are made up largely of underprivileged, would be in a position to suggest individuals for the committee. Representatives from many of the voluntary agencies will know of individuals who are in daily contact with the illiterate.

Industrial employers may be willing to cooperate in the organization of classes which could meet on company property and partially on the employer's time. Many labor union officers will be in a position to help identify and recruit under-educated members of their organizations and in some instances provide union hall facilities for the classes.

It is expected that there will be as many "grass roots" committees as there are pockets of poverty to be served. The program administrator will have to conduct a very careful training program in order that their individuals may be thoroughly familiar with the program, their part in it, and have an overview of many of the situations which they may meet as they perform their functions.

Functions of the Committees:

1. The "grass root" committees will survey the neighborhood on a door-to-door and block-by-block basis, to identify by name and address all illiterates and under-educated adults who are not presently enrolled in any type of fine education class and to indicate the results of these individual visits.

2. To encourage the enrollment and regular attendance in their classes of the individuals who the census identifies.

3. To be available to make any follow-up-visits as may be needed to encourage regular attendance, to become aware of any problems directly or indirectly affecting attendance, or to perform any functions which may prevent an adult from becoming a "drop-out."

4. If the area advisory committee has done an effective job of selling this program to the community and to the under-educated, when the neighborhood committee member calls to take the educational census, no one will be surprised in the household. They will be expecting the call and the invitation to education.

Methods of Recruitment

Just how then does the teacher promote enrollment? First, he can be a good teacher. In addition, there are many direct public relations and promotion approaches that have proven to be effective:

1. Flyers may be distributed in neighboring day schools, church congregations, labor union halls, etc.

2. Past school records will give you names of "drop-outs," and guidance departments may help locate them.

3. The United States Post Office Department registers aliens, many of whom desire further education and must have it to obtain citizenship.

4. Members of the adult school faculty can mingle with parents on PTA nights. By wearing identity badges with provocative messages, such as, "Ask me about adult education classes," teachers arouse interest in the adult program.

5. Teachers can appear on T.V. programs to answer questions relating to the Adult School offerings.

6. Informal canvassing by actual doorbell ringing to discover potential students who may otherwise never approach the school can be successful.

7. Personal notes or questionnaires to former students can serve as reminders and also supply up-to-date information on new courses and job opportunities.

8. An open-house party can combine friendly social gatherings with recruitment.

9. Visits to community centers, public libraries, housing projects, churches, YWCA and YMCA buildings, etc. provide good audiences of potential students. They usually have bulletin boards on which program catalogues or posters can be displayed.

An actual survey made in the Knoxville, Tennessee, Evening High School revealed the following facts:

1. Fifty-nine had heard of the adult classes from former students.

2. Eleven had seen a poster.

3. Ten had read newspaper announcements.

4. Four were informed by telephone calls.

5. Three read about the classes in direct mail material.

6. One learned about the classes from a television program.

So it is evident that as plans for an adult course are carried out in the manner suggested above, there is much immediate potential influence, not only on present students, but also on all prospective students in the community. The teacher is a good "conversation-piece" when adult students get together or when they talk to friends and neighbors in laundromats, out-patient clinics, public conveyances, doctors' and dentists' offices, and at bus stops and parties. These people can spread the good word about friendly help received, or they can "bad-mouth" it and turn people away from the program.

THE EXPANDING CHALLENGE OF STUDYING AND UTILIZING COMMUNITY RESOURCES IN ABE

Group VII

Let no one minimize the difficulty of planning and maintaining a community program of Adult Basic Education. The study of a community should be guided by a thorough step-by-step coordinated plan. This plan must involve the total community. The first stage of the plan should be to ascertain the resources which are available in the community. Secondly, there should be an identification of the target population for recruitment and plans started for job placement of the individual upon completion of the program.

The primary objectives of the local program should be to develop the teaching of reading and computational skills, provide more pre-vocational experience and job opportunities, encourage better family organization, promote better consumer practices, emphasize the value of health and healthful living, and advocate more understanding and active participation in citizenship responsibilities. A successful program will require a solid plan of coordinated relationships between the program staff, the participants, and the community. Location of sensitive areas of concern that will take selected techniques to gain support for the program should not be overlooked. The program planned should be individual enough to gain the support of the human resources as well as the financial resources of the community.

Dr. Roy B. Minnis states that we must work together, blend our talents, and labor together to establish a continuing community cooperative relationship between all levels of government and non-government resources. To obtain this continuing community cooperative relationship we must develop a continuing dialogue among members of the community life.[1] In this relationship between a responsible community and the ABE program there should develop a general understanding of the desired constructive changes that can and will be made in the community. The advantages of desirable behavioral changes in the people directly concerned with the program should be discussed fully with all resource groups in the community.

There must be the realization in every community of the problem of twenty-five million functional illiterates in our country today. Although our American economy is built around education, we must place a greater emphasis on the teaching and training of our under-educated adults. In this new planning our communities should cooperate to see that the educational program attracts and trains competent teachers for adults and also develops a solid curriculum. The number of functional illiterate adults is growing in each community and the problems they now face are becoming acute. Communities must recognize this area of concern and all program participants must begin planning that will motivate the community with all its resources through various techniques available that will accomplish the building of a successful program.

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[1] Roy B. Minnis, "What is Adult Basic Education?" Address given to Institute for ABE Teachers and Administrators, Florida State University, Tallahassee, Florida, 1965.

The program is confronted by two more problems--that of developing plans for successfully enrolling the under-educated adults and how to motivate community resources to assist in building for success. "The perennial limitations faced by this planning are time, money and physical facilities. It is up to the program to get maximum utilization from all resources available."[2]

There is also a great need to develop a firm level of support and participation in which individuals, agencies, private organizations and civic groups will join to give impetus to the education, enrichment and social advantages to the under-educated adults in the community. Certainly in the beginning the involvement of community resources will be made possible by well planned and coordinated public relations on the part of the local program leaders. Good, enduring relationships will make definite contributions to the beginning and continuing success of adult education in any community.

Abraham Lincoln gave this charge when he said, "The leading object of our form of government is to elevate the conditions of men." So is the challenge in Adult Basic Education.

The Need For Resources In ABE

The adult interested in gaining understanding through ABE programs is challenged to identify basic assumptions, compare evidence and arguments, and exercise his power of critical analysis. He should benefit richly from the materials and services offered by and through programs made available to him by ABE and the various agencies cooperating with ABE. Thus, the resources offered should help the ABE student to increase his understanding in the development of the skills essential to enlightenment in civic and economic competency.[3]

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[2] Malcolm Knowles, (ed) Handbook of Adult Education in the United States. Chicago, Illinois: Adult Education Association of the U.S.A., 1960.

[3] Frontiers in Adult Basic Education. A Compilation of Selected Papers and Group Reports Presented at the Southeastern Region IV Institute for Teacher-Trainers, 1966. Florida State University, Tallahassee, Florida, Office of Continuing Education.

As in all programs of education, ABE cannot be successful unless adequate outside resources are made available to the program. The following suggestions are proposed as means for facilitating and enhancing ABE:

Referral: Eligible persons may be referred by agencies to ABE programs and in turn ABE leaders may have need to refer students in their program to an agency which provides a given or specific service needed.

Recruitment: This service may be provided through agencies by encouraging individuals they serve in some specialized way to enroll in ABE, as well as provide some general information about ABE programs.

Retention: This may be brought about by encouragement and/ or priase by the agencies working with or serving individuals in ABE programs.

Publicity: Community agencies may serve ABE programs by helping publicize, defend, and justify the need for such a program within the community.

Financial: Some community agencies may be situated in such a way as to include in their budgets some financial assistance for certain enrichment activities for ABE students, which would not be included in the ABE budget.

Material Resources

Material resources may be divided into two general classifications:

Hardware: Consisting mainly of various types of audio-visual machines and accessories; and

Software: Consisting primarily of written materials.

Human Resources

Most communities have a wealth of local human resources which may be utilized through creative planning. Such persons as professional laymen, business leaders, labor leaders, skilled and semi-skilled workmen, recreational leaders, etc., all of whom might serve as lecturers, panelists, or other means of resource media. These could include:

Professional: Ministers, physicians, lawyers, educators, social workers, nurses, etc--

Business: Bankers, store managers, garagement, grocery clerks, etc.--

Labor Leaders: Foremen, shop superintendents, union representatives, personnel managers, etc.--

Skilled: Engineers, architects, or anyone in a technical or skilled professional position, etc.--

Semi-Skilled: Postmen, delivery men, fire and policemen, truck drivers, etc.--

The above human resources facilitate ABE programs by providing incentives in group participation, spiritual and intellectual activities, orderliness, economic welfare, and physical adequacy. Because of the uniqueness of every community, the above suggestions are set forth to serve only as a general framework. The actual effectiveness in meeting the need for resources in ABE programs depends upon the creativeness provided by the leadership.

Types of Resources Available in "Anytown, U.S.A."

Although there are many well known and publicized resources within every community, there is no possible way to include all of the various local agencies which help to serve ABE student needs within the United States. For the convenience of the reader the better known services are listed below:

Manpower Development and Training Programs
U. S. Office of Health, Education and Welfare
Vista
Neighborhood Youth Corps
Peace Corps

Housing and Urban Development
Federal Housing Authority
Economic Development Administration
U. S. Department of Agriculture
Farmers Home Administration

Community Action Program
Cooperative Area, Manpower Planning System
U. S. Department of Interior
U. S. Department of Labor
U. S. Selective Service

U. S. Armed Forces
Social Security Administration
Federal and State Correctional Institutions
Veterans Administration
National Co-OP League

State Associations for the Blind
Employment Offices
Small Business Administration
Office of Civil Defense
Chambers of Commerce

Legal Aid Societies
Student Non-Violent Coordinating Committee
Southern Christian Leadership Conference
National Association for the Advancement of Colored
    People
Congress of Racial Equality

League of Women Voters
Local Health Departments
National Council of Churches
Local and state medical associations
Industrial Development Boards

Local Real Estate Boards
Better Business Bureaus
AFL-CIO Labor Unions
American Friends Service Committee
International Self-Help Housing Association, Inc.

Farm Bureaus
Educational Institutions, private and public
Local and privately sponsored credit unions
Urban Leagues
American Legion and Auxiliaries

Shriners
Alcoholics Anonymous
American Red Cross
Salvation Army
Junior League

Future Farmers of America
Family and Children's services

Various service clubs, including:

Lions club
Sertoma club
Rotary
Kiwanis
Civitan
Business & Professional Women's club
Elks club
Boy and Girl Scouts of America
Y.M. and Y.W.C.A. organizations

Although many will say that a specific organization or locally funded group was left out, it was felt that only those service agencies or organizations which were universal country-wide in synonomity should be included in a paper of this length. Many equally effective groups in each locale could have been added had time and space permitted.

Mobilization Of Community Resources

A survey conducted by the Information and Training Services of McGraw-Hill, Incorporated, states,

> "A mixed pattern of community attitude and community involvement in the needs of educationally deficient adults emerges from the survey. While there were some outstanding instances of community response to certain aspects of the problem, few programs showed evidence of strong, united local effort to approach the problems of educationally deficient adults on a broad frontal basis."[4]

Community resources in many instances are overburdened because of a limited staff and heavy case loads, therefore difficulty may be encountered in the procuring of any additional service. However, total effectiveness of the ABE program depends on the day-to-day cooperation and involvement of many of the previously listed resources.

Successful involvement of community resources in serving the needs of the disadvantages will depend on beneficial liason between the ABE program and the various resources. In addition, team effort on the part of the community as a whole must be developed to make sure that the individual may be referred to the needed service. In order to expand the use of and fully mobilize these community resources in a broad attack on the problems and needs of the ABE student, the following examples of resources and services may be considered.

Civic Clubs

Each civic club within the community promotes special projects which could be of assistance to the ABE program. The Lions Club provides eye glasses and sight conservation information. The Optimist Club sponsors day camps for boys, boys clubs and safety programs. The Rotary Club furnishes vocational information and promotes projects aimed toward understanding employer-employee relations.

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[4] Educationally Deficient Adults Their Education and Training Needs, U.S. Department of Health, Education and Welfare. (The Report of a Survey Conducted by the Information and Training Services, A Division of McGraw-Hill Inc. Washington, D.C.: U. S. Government Printing Office, 1965), p. 32.

Local Business and Industry

In cooperation with the local Chambers of Commerce business and industry makes available jobs for ABE students, participants in on-the-job training funds, facilities and materials are placed at the disposal of private and public education.

Health Services

Local health departments provide health examinations, immunizations, chest x-rays, V.D. control and health education. In addition, local medical and dental associations contribute to individual treatment and care of the ABE students under special conditions.

Government Agencies

Innumerable government agencies on the federal, state and local levels support training, welfare, legal services, veterans services, senior citizen assistance, research and demonstrations, as well as guidance in budgeting and housing programs.

The examples above were chosen at random and it should be noted that many other resources with purposes as worthy as these listed are available and willing to assist those in need.

Conclusion

The ABE leadership should become cognizant of the various federal, state, and local agencies and foundations which have funds available and are interested in supporting efforts to aid the disadvantaged. In addition, there are many private citizens, businesses, labor organizations and numerous service organizations that are willing to invest both time and money in programs of benefit to the community.

APPENDIX

INSTITUTE EVALUATION

by

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Department of Adult Education
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Subjective Measures

Two types of evaluative procedures were used to assess the outcomes of the 1968 Adult Basic Education Institute. The first of these procedures consisted of subjective observations made by group leaders and instructional staff. The institute director and the several discussion group leaders met periodically to discuss various aspects of the Institute, to share observations regarding strengths and weaknesses, and to identify any changes in content and process that would more adequately meet the educational needs of participants. Most of these observations, subjective as they might be, provided considerable insight into some of the problems and concerns which participants, individually and collectively were aware of, and which undoubtedly affected their learning performance.

Objective Measures

The second type of evaluative procedure consisted of more objective measures. Two kinds of "happiness" indicators were used to ascertain participant reactions to various speakers, topical areas being discussed, housing, food service, recreational facilities, program structure, classroom facilities and the like. Even though these indicators do not directly measure the amount of subject matter knowledge assimilated by participants, they often do exert considerable influence on the receptivity of participants to subject matter acquisition.

One of the happiness indicators consisted of weekly reaction forms used to assess participants' feelings toward the content and procedures of the previous week. The second such indicator was a listing of "strengths and weaknesses" identified by each learning group mid-way through the institute. This measure, being less structured than the end-of-the-week reaction forms, was of value in assessing some of the instructional and non-instructional factors that were most likely affecting desired educational ends.

A second type of objective evaluative measure was used to ascertain the extent to which certain cognitive skills and abilities were acquired during the course of the institute. A pre-test and a post-test were administered to ascertain the level of subject matter competence of participants at the beginning and at the end of the institute. The questions used in this pre-post instrument were based upon the general educational objectives which guided the original selection of content areas to be emphasized and the identification of resource people to appear on the program.

Results and Discussion

A comparison of pre- and post-test scores indicated that 55 of the 65 persons completing both tests made some overall gain. Approximately one-half of these made substantial gains, whereas the other half made only small or modest gains. Ten of the 65 persons showed no change or a modest negative change from the pre- to post-test measure.

Several factors likely influenced the results attained. At least two learning groups completed the post-test as a group, whereas the pre-tests were completed by individual participants. Thus, the group decision on the "correct" answer(s) may have helped some people do better than what they would have done as an individual; likewise, they may have not done as well by conforming to the group decision than if they had exercised their own judgement. A second, and more important, factor which was evident to Institute staff was that a significant number of individuals used the pre-test as a referent in the types of information they purposefully sought out during the course of the Institute. These people were observed seeking out the answers to these and other questions via independent study, by review of library and reference materials, and by approaching staff and experienced participants. It is likely that one of the major effects of the pre-test was that it helped guide the self-instructional activities of a number of participants who needed no other forms of external motivation to improve their personal competence.

Since neither the "happiness" indicators nor the pre-post measures are validated instruments, they cannot be conclusively cited as evidences of Institute success or failure. They do suggest however, that such non-instructional factors as food and housing services do materially affect the "learning set" of participants. They further suggest that more consideration be given in future institutes to the teaching of mathematics and that more opportunity be given for skill development and back-home application of the subject matter areas presented by resource persons.

Examples of questions included in the happiness indicator and in the pre-post test follow.

SAMPLE QUESTIONS FROM THE "HAPPINESS" INDICATORS

1. Listed below are the presentations that were made during the first week of the Institute. Please indicate your reaction to each one by circling the appropriate number.

Topic 6—Testing and Evaluation (Dr. Smith)

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

Comments and/or suggestions for improving the content of the presentation.

8. Please indicate your evaluation of the following:

1) Visit to CAI Center

Usefulness		Emphasis	
Highly Useful	1	Should be given much more emphasis	1
Useful	2	Should be given somewhat more emphasis	2
Of Little Use	3	Emphasis was adequate	3
Of No Use	4	Too much emphasis	4

16. List any additional subjects which you believe should have been included in this year's program, or which should be included in the program for next year.
1.

2.

3.

21. To what extent have you had the opportunity to share your ideas and experiences with other Institute participants? Circle appropriate number on scale below.

None		Little			Some			Much		Great Extent
0	1	2	3	4	5	6	7	8	9	10

22. To what extent could the methods and techniques used in the Institute be of use to you in your local ABE program? Circle appropriate number on scale below.

None Little Some Much Great Extent
0 1 2 3 4 5 6 7 8 9 10

24. Please comment on items listed and add additional items if desired:

c. Services (maid, telephone, messages, parking, etc.)____
____
____

SAMPLE QUESTIONS FROM THE PRE-POST TEST INSTRUMENT

5. A test devised especially for appraising the reading ability of adults is the

_______(a) Metropolitan
_______(b) ABLE
_______(c) Stanford
_______(d) Gray-Votaw-Rogers

16. Undereducated adults

_______(a) Have a realistic interpretation of their ability.
_______(b) Are likely to overestimate their abilities
_______(c) Are likely to underestimate their abilities

19. At the instructional level, the student knows what percentage of the running words?

_______(a) 75
_______(b) 80
_______(c) 90
_______(d) 95

23. In establishing a community ABE program, the following agencies could serve as important informational sources:

________(a) Public schools
________(b) County health department
________(c) Welfare agencies
________(d) Employment service
________(e) Cooperative Extension Service

26. To identify the training needs of teachers in ABE:

______(a) An appropriate research design must be developed and a professional research staff utilized
______(b) The ABE student should be the basic source of data
______(c) The U.S. Office of Education should be consulted
______(d) Data should be collected to reflect the specific needs of the teachers in your program
______(e) The literature and research can provide the data on needs

30. Programmed instruction is best used to teach

______(a) Specific skills
______(b) General knowledge
______(c) Phonics
______(d) Comprehension

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3. Davis, Allison, and Robert J. Havighurst, Social Class Influence Upon Learning, Cambridge: Harvard University Press, 1948.

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LIST OF PUBLISHERS OF INSTRUCTIONAL MATERIALS FOR ADULTS

KEY
(Symbols indicate type of materials available)
R - Reading
HW - Handwriting
M - Mathematics
Sc - Science
H - History
H&S - Health & Safety
Sp - Spelling

Addison-Wesley Publishing Co., Inc.
Reading, Mass. 01867
R

American Book Co.
Lancaster, Texas
HW

Appleton-Century-Crofts, Inc.
35 West 32nd St.
New York 1, New York
R

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302
R M H&S

Bureau of Publications
Teachers College
Columbia University Press
525 West 125th Street
New York 19, New York
R

Charles E. Merrill Co.
1300 Alum Creek Drive
Columbus 16, Ohio
R

D. C. Heath and Co.
225 Columbus Avenue
Boston 16, Mass.
R

Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York
R Sc

Follett Publishing Co.
1010 West Washington Blvd.
Chicago 7, Ill. 60607
R M H

Globe Book Co.
175 Fifth Avenue
New York 10, New York
R

Harcourt, Brace & World
757 Third Avenue
New York 17, New York
R

Harr Wagner Publishing Co.
609 Mission St.
San Francisco 5, California
R HW

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017
R Sc

Noble & Noble Publishers, Inc.
67 Irving Place
New York 3, New York
R HW

J. B. Lippincott Co.
East Washington Square
Philadelphia 5, Pennsylvania
R

Lyons & Carnahan
407 East 25th Street
Chicago, Ill. 60616
R

Regents Publishing Co.
200 Park Avenue, South
New York 3, New York
R

Science Research Associates
259 East Erie Street
Chicago 11, Illinois
R Sp

Silver Burdett Co.
Park Avenue & Columbia Road
Morristown, New Jersey 07960
R H

Steck-Vaughn Co.
Austin 61, Texas
R HW Sc H

Macmillan Co.
School Dept.
866 Third Avenue
New York, New York 10022
R

McGraw-Hill Book Co.
330 West 42nd Street
New York, New York 10036
R M

McGraw-Hill Book Co.
Webster Division
680 Forest Road N.E.
Atlanta, Georgia 30312
R

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Leader: Ernest Newman; Participants: Gerald C. Caffrey, Edith A. Brooks, Margaret J. Shancy, Myra Gayle Ashley, Richard Jennings, Alvonia L. Fouche, S. C. Malone, Shirley M. Williams, Ed L. Bowles.

Members of Group VII

Leader: Gerald Hanberry; Participants: Floyd E. Bishop, Nellie Jo Cain, Sara C. Smith, Virginia L. Chain, Johnnie P. Gideon, Joseph F. Smith, Mary R. Bell, Charles David Cummings, Ava Lee Vance, Milford Capo.

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